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# ENTRANCE EXAMINATION PAPERS

## ENGLISH A

Write three compositions, each in from two to four paragraphs, on topics selected from the list below. Take only one topic from a group.

Group I. Give an account of an interesting incident in the life of Joshua, Ruth, Nausikaa, Belshazzar, Priam, Dido, Esther, or Hector.

Group II. *a.* Describe a clown in one of Shakespeare's plays.

*b.* Discuss the part played by women in *Julius Caesar* or in *The Merchant of Venice*.

Group III. Give an account of the most important event in the life of any one of the following: Sydney Carton, Eppie, Alice Pyncheon, John Ridd, Quentin Durward, Beatrix Esmond, Bois-Guilbert, John Silver, Uriah Heep.

Group IV. *a.* Describe Ichabod Crane, Walden Pond, one of Stevenson's journeys, the trial of Hastings, or Westminster Abbey.

*b.* Tell the story of a visit to Moll White, of Franklin's entrance into Philadelphia, or of a buffalo hunt in *The Oregon Trail*.

*c.* Discuss Clive's services in India, Thackeray's opinion of Goldsmith, Huxley's view of a liberal education, Lincoln as a statesman, or old English Christmas customs.

Group V. Of the poets read in your high school course, which had for you the strongest personal appeal? Give your reasons in detail, making the answer concrete throughout, and giving some significant quotations.

## ENGLISH B

[Answer three questions, one from each group.]

Group I. 1. "Let us get an American revenue as we have got an American empire. English privileges have

made it all that it is ; English privileges alone will make it all that it can be." Discuss, with reference to its bearing on Burke's argument, the most important of these " English privileges".

2. " Beyond its immediate result as a military engagement," what " important effects," according to Webster, attended the battle of Bunker Hill ?

3. Mention three leading sentiments which Washington wished to impress upon his countrymen. Explain one of these in detail.

Group II. 1. Comment briefly on Johnson as (*a*) poet, (*b*) moralist, (*c*) lexicographer, (*d*) talker, (*e*) biographer, (*f*) dramatist. Arrange your comments in climactic order.

2. Wherein, according to Carlyle, lies Burns's excellence as a poet ? How does Carlyle criticize Burns's songs ? What is Carlyle's opinion of Burns as a man ?

Group III. 1. Do you regard the witches as direct or indirect incentives to Macbeth's actions ? Explain.

2. " These pleasures, Melancholy, give ;  
And I with thee will choose to live."

What are the pleasures here referred to ? What is the meaning of *Melancholy* ? What different meaning would the second line have if *shall* were used in place of *will* ?

3. Name the persons in *Comus* ; briefly explain the part taken by each.

## GREEK.

### I

#### FIRST YEAR GREEK.

1. Decline with article through all numbers, δόξα, ὁδός, πατήρ, πόλις, τεῖχος.

2. Write with proper accents, ἀνθρωποι, κωμαι, κλωπι, ἡμιν, λιπειν.

3. Give the principal parts of : λαμβάνω, ἀρπάζω, φέρω.

4. Compare μέγας, πολύς, μάλα.

5. Translate into Greek :



- (a) If ever the Greeks do not provide a market, we take provisions ourselves.
- (b) Xenophon was present, as it happened.
- (c) He said that he had seen the army.
- (d) He says that the generals had fled.
- (e) He heard that they would come at day-break.

## II

## SECOND YEAR GREEK.

1. Answer questions 3, 4, 5, section I (above).
2. Write the following Greek with proper breathings and accents :

Κλεάρχος δὲ ἀπεκρινάτο τοῖς ταῦτα λεγούσιν, Ἐγὼ ἐνθυμούμαι μὲν καὶ ταῦτα πάντα· ἐννοῶ δ' ὅτι εἰ νῦν ἀπιμεν, δοξομεν ἐπὶ πολεμῷ ἀπιέναι καὶ παρὰ τὰς σπονδὰς ποιεῖν. εἰπεὶτα πρῶτον μὲν ἀγορὰν οὐδεὶς παρεξεί ηἴμιν οὐδὲ ὅθεν ἐπισιτιοῦμεθα· αὐτὸς δὲ ὁ ἡγησόμενος οὐδεὶς ἐστὶ· καὶ ἀμὲν ταῦτα ποιοῦντων ἡμῶν εὐθὺς Ἀρμῖος ἀφεστῆξει· ὥστε φίλος ἡμῖν οὐδεὶς λελειψεται, ἀλλὰ καὶ οἱ προσθέντες πολεμῶντες ἡμῖν ἐσονται. ποταμὸς δ' εἰ μὲν τις καὶ ἄλλος ἀρα ἡμῖν ἐστὶ διαβατέος οὐκ οἶδα. τὸν δ' οὖν Εὐφράτην ἰσμεν ὅτι ἀδύνατον διαβηναὶ κωλύοντων πολεμῶν.

3. Translate above passage.

## III.

## THIRD YEAR GREEK.

1. Answer question 5, section I (above).
2. Answer questions 4, 5, section II (above).
3. Translate :

ὥς φάτο, τὸν δ' ὁ γέρων ἡγάσασατο φώνησέν τε·  
 „ὦ μάκαρ Ἀτρεΐδῃ, μοιρηγενές, ὀλβιόδαιμον,  
 ἦ ῥά νύ τοι πογγοὶ δεδμήματο κούροι Ἀχαιῶν.  
 ἦδη καὶ Φρυγίην εἰσήλυθον ἀμπελόεσσαν·  
 ἐνθα ἴδον πλείστους Φρύγας ἀνέρας αἰολοπώλους,  
 λαοὺς Ὀτρῆος καὶ Μύγδονος ἀντιθέοιο,  
 οἳ ῥά τότε ἔστρατόωντο παρ' ὄχθας Σαγγαρίοιο·  
 καὶ γὰρ ἐγὼν ἐπίκουρος ἔὼν μετὰ τοῖσιν ἐλέχθην  
 ἡματι τῷ, ὅτε τ' ἦλθον Ἀμαζόνες ἀντιάνειραι·  
 ἀλλ' οὐδ' οἱ τόσοι ἦσαν, ὅσοι ἐλίκωπες Ἀχαιοί.”

5

10

δεύτερον αὐτ' Ὀδυσῆα ἰδὼν ἐρέειν ὁ γεραίος·  
 „εἴπ' ἄγε μοι καὶ τόνδε, φίλον τέκος, ὅς τις ὁδ' ἐστίν,  
 μείων μὲν κεφαλῇ Ἀγαμέμνονος Ἀτρεΐδαο,  
 εὐρύτερος δ' ὅμοισιν ἰδὲ στέρνοισιν ἰδέσθαι.  
 τεύχεα μὲν οἱ κείται ἐπὶ χθονὶ πόνυλβοτείρῃ,  
 αὐτὸς δὲ κτίλος ὥς ἐπιπωλείται στίχας ἀνδρῶν·  
 ἀρνεῖω μιν ἐγὼ γε εἴσκω πηγεσιμάλλω,  
 ὅς τ' οἶων μέγα πῶν διέρχεται ἀργεννάων.”

15

τὸν δ' ἡμείβετ' ἔπειθ' Ἑλένη Διὸς ἐκγεγαυῖα·  
 „οὗτος δ' αὖ Λαερτιάδης πολύμητις Ὀδυσσεύς,  
 ὃς τράφη ἐν δῆμῳ Ἰθάκης κραναῆς περ ἐούσης  
 εἰδὼς παντοίους τε δόλους καὶ μῆδεα πυκνά.”

20

4. Give the corresponding Attic usage of *φάτο*, *ἴδον*, *τέκος*, *ιδέσθαι*, *ἐκγεγαυῖα*.

5. Mark the scansion of lines 20–22.

## LATIN

*A separate book should be used for each set of questions, i.e. one book for I, another for II, etc.*

*At the beginning of one of the books, state how long you have studied Latin and give the exact amount of each Latin author you have read.*

### I.

#### FIRST YEAR LATIN.

1. Write the genitive and ablative, singular, and the genitive and accusative, plural, of: *legio*, *iter*, *locus*, *obses*, *reliquus*, *acer*, *miles*, *alius*, *virtus*.

2. Give the comparative and superlative degrees of *facile*, *bene*, *audacter*, *acriter*, *superus*.

3. Give a synopsis of *sum* in the third person, plural (indicative and subjunctive).

4. Give the principal parts of: *peto*, *fio*, *videō*, *fero*, *pro-fiscor*, *opprimo*, *gero*, *relinquo*, *patior*.

5. Write, in both active and passive, (*a*) the first person, singular, of the present and future, indicative, and (*b*) the second person, plural, of the present and pluperfect, subjunctive, of *pello* and *decerno*.

6. Translate into Latin, marking all long vowels in what you write :

(a) I should have ordered you to return home, if I had been with you.

(b) Do you not know how large Rome was?

(c) I told you that I would be at Athens for two days.

(d) You ought to be obeyed by all your soldiers.

(e) This tree is two feet taller than that.

(f) We need a leader of great courage.

(g) Let us not remain here until he comes.

7. Translate :

Relinquēbātur ūna per Sēquanōs via, quā, Sēquanīs invītīs propter angustīās ire nōn poterant. Cum hīs suā sponte persuādēre nōn possent, lēgātōs ad Dumnorīgēm Haeduum mittunt, ut eō dēprecātōre ā Sēquanīs impetrārent. Dumnorīx grātiā et largitiōne apud Sēquanōs plūrimū poterat et Helvētiīs erat amīcus, quod ex ea cīvitatē Orgetorīgis filiam in mātirimōnium dūxerat. Itaque rem suscipit et ā Sēquanīs impetrat ut per finēs suōs Helvētiōs ire patiantur, obsidēsque ut inter sēsē dent perficit : Sēquanī, nē itinere Helvētiōs prohibeant, Helvētiī, ut sine iniuriā trāseant.

## II

### LATIN GRAMMAR

1-5. Answer the first five questions under First Year Latin (Part I of the present paper).

6. State when the following clauses take the subjunctive : (a) *qui*-clauses ; (b) *antequam*-clauses ; (c) causal clauses introduced by *quod*.

7. What mood and tense (or moods and tenses) would you expect (a) after *dum* (= while) ? (b) after *dum* (= as long as) ? after *ut* (= when) ? after *cum* (= when) ?

8. Illustrate the different types of conditional sentences.

9. What tenses of direct discourse become pluperfect subjunctive in indirect discourse after an historical tense ?



## III

## SECOND YEAR LATIN

## CAESAR

## I. Translate :

Caesar, obsidibus acceptis, primis civitatis atque ipsius Galbæ regis duobus filiis, armisque omnibus ex oppido traditis, in deditionem Suessiones accepit exercitumque in Bellovacos duxit. Qui cum se suaque omnia in oppidum Bratuspantium contulissent, atque ab eo oppido Cæsar cum exercitu circiter milia passuum quinque abesset, omnes majores natu ex oppido egressi manus ad Cæsarem tendere et voce significare cœperunt, sese in ejus fidem ac potestatem venire, neque contra populum Romanum armis contendere. Item cum ad oppidum accessisset castraque ibi poneret, pueri mulieresque ex muro passis manibus suo more pacem ab Romanis petierunt.

Account (*a*) for the case of : *filiis* ; *ipsius* ; *milia* ; *passuum* ; *natu* ; *voce* ; *sese* ; *more*.

(*b*) for the mood and tense of *contulissent*.

(*c*) for the infinitive *venire*.

Give the principal parts of : *peto* ; *fio* ; *video* ; *fero* ; *profiscor* ; *opprimo* ; *gero* ; *relinquo* ; *patior*.

2. In the following passage (*not to be translated*) transfer into direct discourse the italicized words :

Pro his Divitiacus (nam post discessum Belgarum, dimissis Æduorum copiis, ad eum reverterat), facit verba : "*Bellovocos* omni tempore in fide atque amicitia civitatis Æduæ *fuisse* : *impulsos* a suis principibus, qui *dicerent* Æduos a Cæsare in servitutem redactos omnes indignitates contumeliasque perferre, et ab Æduis defecisse et populo Romano bellum intulisse. Qui *hujus consili principes fuissent*, quod *intelligerent* quantam calamitatem civitati intulissent, in Britanniam *profugisse*."

## IV

## THIRD YEAR LATIN

## CICERO

I. Translate (*a*) if you have read the oration ; otherwise, (*b*).



(a) Quaeret quispiam : quid ? illi ipsi summi viri, quorum virtutes litteris proditae sunt, istane doctrina, quam tu effers laudibus, eruditi fuerunt ? Difficile est hoc de omnibus confirmare, sed tamen est certum quod respondeam. Ego multos homines excellenti animo ac virtute fuisse et sine doctrina naturae ipsius habitu prope divino per se ipsos et moderatos et graves exstitisse fateor : etiam illud adiungo, saepius ad laudem atque virtutem naturam sine doctrina quam sine natura valuisse doctrinam. Atque idem ego hoc contendo, cum ad naturam eximiam et illustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere existere.

—PRO ARCHIA POETA, 15.

(b) Hic quis potest esse, Quirites, tam aversus a vero, tam praeceps, tam mente captus, qui neget haec omnia, quae videmus, praeciqueque hanc urbem deorum immortalium nutu ac potestate administrari ? Etenim cum esset ita responsum, caedes, incendia, interitum rei publicae comparari, et ea per cives, quae tum propter magnitudinem scelerum nonnullis incredibilia videbantur, ea non modo cogitata a nefariis civibus, verum etiam suscepta esse sensistis. Illud vero nonne ita praesens est, ut nutu Jovis optimi maximi factum esse videatur, ut, cum hodierno die mane per forum meo iussu et coniurati et eorum indices in aedem Concordiae ducerentur, eo ipso tempore signum statueretur ?

2. *Translate into Latin, marking all long vowels in what you write.*

(a) 1. I believe the captives would have been spared (*parco*), if they had not tried to flee.

2. That may be true. Nevertheless I shall prevent them from returning home.

3. Would that he were here to advise me what to do !

4. Do you know why he thinks the city will be captured ?

5. As he had remained a whole year at Athens, he feared that his friends might desert him.

(b) A short time after Cæsar had set out for Italy, frequent rumors were brought to the Gauls that great dissensions had broken out at Rome and that Cæsar, detained on that account, was not able to return to his army. Induced by this opportunity, they began to adopt plans for waging war, nor did they doubt that they would be able to cut Caesar off from the army, if he should return into Gaul, since the legions did not dare to march out from winter quarters without their commander.

## V

## FOURTH YEAR LATIN.

## VIRGIL.

## I. Translate :

Haec ait, et partes animum versabat in omnes,  
 Invisam quaerens quam primum abrumpere lucem.  
 Tum breviter Barcen nutricem affata Sychaei :  
 Namque suam patriā antiquā cinis ater habebat :  
 " Annam, cara mihi nutrix, huc siste sororem ;  
 Dic, corpus *properet* fluviali spargere lympa,  
 Et pecudes secum et monstrata piacula ducat.  
 Sic veniat ; tuque ipsa pia tege tempora vitta.  
 Sacra Jovi Stygio, quae rite incepta paravi,  
*Perficere* est animus, finemque imponere curis,  
 Dardaniique rogam capitis permittere flammae."'  
 Sic ait ; illa gradum studio celerabat anilem.  
 At trepida, et coeptis immanibus effera Dido,  
 Sanguineam volvens aciem, maculisque trementes  
 Interfusa *genas*, et pallida morte futura,  
 Interiora domus irrumpit limina, et altos  
 Conscendit furibunda rogos, ensemque recludit  
 Dardanium, non hos quaesitum munus in usus.

Explain the construction of the italicized words in the above passage.

Decline : *omnes* ; *cinis* ; *pecudes* ; *tempora* ; *Jovi* ; *capitis* ; *limina*.

Give the principal parts of : *quaerens* ; *abrumpere* ; *spargere* ; *imponere* ; *volens*.

Write out the first three lines of the above passage, indicating the metrical feet and the length of each syllable.

2. Write briefly of Vergil's life and literary activity.

3. Briefly outline the contents of each of the first six books of the Aeneid.

## FIRST YEAR GERMAN

N. B. State where and when you have studied German.

### I

At the option of the candidate, 20% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VI.

### II

Translate into English :

Von dem deutschen Kaiser Rudolf werden viele Anekdoten erzählt. Als er einmal über die Straße ging, sah ihn ein alter Bettler und bat um ein Almosen mit den Worten : „Bruder Rudolf, gib doch einem armen Mann eine kleine Gabe.“ Der Kaiser sah ihn lächelnd an und fragte : „Seit wann sind wir denn 5 Brüder?“ Der Bettler antwortete : „Sind wir nicht alle Söhne Adams und deshalb Brüder?“ „Du hast recht,“ sagte Rudolf, „daran hatte ich nicht gedacht. Ich werde es aber nicht wieder vergessen.“ Damit griff er in die Tasche, nahm einen Pfennig heraus und bot ihn dem Bettler an. Dieser aber wollte ihn 10 nicht annehmen, sondern fragte : „Ist ein Pfennig als Geschenk eines Kaisers an seinen Bruder nicht sehr wenig?“ „Wenig?“ rief der Kaiser. „Mein Freund, wenn dir alle Söhne Adams, die ja deine Brüder sind, ebenso viel schenken, dann wärest du bald der reichste Mann der Welt.“

### III

The following questions are based on the preceding passage.

1. Give the principal parts and the third person singular present indicative (model : *ich komme, ich kam, ich bin gekommen, er kommt*) of the following verbs : *ging* (2), *bat* (3), *gib* (4), *sah-an* (5), *gedacht* (8), *vergessen* (9), *griff* (9), *bot-an* (10), *annehmen* (11), *schenkten* (14).



2. Conjugate in the present and preterit (= imperfect) indicative and subjunctive : *wollte* (10), *annehmen* (11).

3. Give the third person singular of *sehen* in all tenses, indicative mode, active and passive voice.

4. Name and explain order of *ging* (2), *sah* (2), *sind* (5), *wollte* (10).

5. Decline throughout : *dem deutschen Kaiser* (1), *ein alter Bettler* (3), *den Worten* (3), *seinen Bruder* (12).

6. Name and explain the case of : *die Strasse* (2), *dem Bettler* (10), *seinen Bruder* (12), *dir* (13).

## IV

Answer in complete German sentences :

1. Was ist ein Bettler?
2. Was hatte der Bettler gehofft?
3. Was ist das Gegenteil von : arm, viel, recht, lang, breit, hoch, dick, oft, oben, froh?
4. Wie viele Wochen haben Sie dieses Jahr Ferien gehabt?
5. Wie heißt der dritte Monat des Jahres?
6. Welches Datum haben wir heute?
7. Was würden Sie tun, wenn Sie heute kein Examen hätten?
8. Haben Sie sich allein auf dieses Examen vorbereitet, oder hat Ihnen jemand geholfen?

## V

Translate into German :

Last year, I went to the Harz Mountains (nomin. = der Harz) with one of my best friends. It was late in the fall ; the trees already began to lose their leaves, the whole ground was covered with them.—The villages of the Harz are poor, the houses are small. The children were running around with big holes in their clothes. We saw some castles, too, which hung like nests on the rocks. We spent two nights in a very nice inn. It was not at all expensive. We paid only three marks for our bed, our breakfast and our dinner.

## VI

(Only for those not taking the oral test ; compare I.)

Describe in fifteen simple German sentences the life and

work of the farmer in summer-time (around the house, in the fields, in the garden, or wherever you please).

## SECOND YEAR GERMAN

N. B. State where and how long you have studied German.

### I

At the option of the candidate, 20% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VII.

### II

Translate into English :

„He! holla! Guter Mann!“ rief ich ihm zu; „könnt Ihr uns vielleicht die Straße zeigen? An einem guten Trinkgeld soll es nicht fehlen.“

Die Gestalt froh unter dem Baume hervor und näherte sich uns. Es war ein Bauer, der, wie wir, von dem Sturme überrascht worden war. Inzwischen begann es zu dunkeln.

„Höre, guter Freund,“ sagte ich zu dem Bauer, „du kannst uns nach dem nächsten Dorfe führen, wo wir wol frisches Stroh als Nachtlager erhalten dürften.“

„Wollen Sie nicht nach dem Herrenhause fahren?“ erwiderte 10 der Bauer, „das liegt näher.“

„Ich kenne deine Herrschaft nicht.“

„Das hat nichts zu sagen. Unsere Herrschaft ist sehr gut. Sie finden dort jedenfalls ein Unterkommen.“

„Gut,“ sagte ich, nachdem ich den Vorschlag einen Augenblick 15 überlegt, „setze dich auf den Bock und führe uns nach dem Herrenhause.“

Der Bauer tat, wie ich ihm geheißen, und bemerkte zum Kutscher: „Nun halte dich rechts, nach jenen drei Bäumen, dann kannst du nicht fehlen.“ 20

Indeß war es völlig dunkel geworden. Nach einer etwa viertelstündigen Fahrt hörte man Hundegebell.

„Da ist schon der Herrenhof,“ sagte der Bauer, indem er sich umwandte.

## III

Translate into English :

Der Pirat lachte. „Das kommt daher, weil du ein Mädchen bist,“ erwiderte er. „Mädchen sind immer so dumm, und wissen nicht, was in der Welt vorgeht. Sonst würdest du wissen, daß mein Kapitän viel mächtiger ist, als alle andern Leute hier auf der Insel, und daß er euch alle nur aus Gutmütigkeit noch leben 5 läßt. Wir haben schon manchmal mehr als hundert Menschen in einem Tage kalt gemacht, und unser Mittagessen hat uns nachher sehr gut geschmeckt.

## IV

Grammatical questions based on the above passages for translation :

1. Decline throughout : *guter Mann* (line 1), *einem guten Trinkgeld* (2), *dem nächsten Dorfe* (8).

2. Give principal parts of : *könnt* (1), *näherte sich* (4), *erhalten* (9), *fahren* (10), *liegt* (11), *kenne* (12).

3. Conjugate the present indicative of : *könnt* (1), *dürften* (9), *fahren* (10), *finden* (14).

4. Select from the passages in II and III two examples of normal, two of inverted and two of transposed word-order and explain each use of inverted and transposed order.

5. Select from the text in II and III three examples of prepositions which can be used only with the dative and three with which either the dative or accusative may occur ; in each of the last three cases explain why the dative or accusative is employed.

6. Select from the text six adjectives and give their comparative and superlative degrees. How are adverbs compared ?

## V

1. Write in simple German (about 50 words) an account of some animal, wild or domestic.



2. Tell in German how long and where you have studied the language, and what German books you have read.

## VI

Translate into German :

It was becoming dark. We saw a peasant and asked him to show us the way, For that we would give him a tip. He should drive us to the next village. He said the castle was nearer and he could drive us there. We did not know who lived in the castle. He told us that they were good people and we drove on. Soon we heard dogs barking ; the castle was not far off. The peasant had earned his tip. We were glad to give it to him. He thanked us and went away.

## VII

(Only for those not taking the oral test ; compare I).

Write in German about 125 words on the subject : *Wie ich den Sommer verbracht habe.*

## THIRD YEAR GERMAN

N. B. State where and how long you have studied German.

## I

At the option of the candidate, 30% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VI.

## II

Translate the following passages :

A. „Ha! meine lieben täglichen Gäste!“ rief der runde Wirt mit seiner tönenden Stimme. „Seid mir begrüßt, werthe, geehrte Herren! Der Platz ist schon für euch zubereitet.“

Zwei Männer waren in den geräumigen Saal getreten, dessen Kühlung sie bei der zunehmenden Hitze der Sommertage angenehm 5  
dünkte. Der Tisch stand am großen Fenster, welches um einige

10 Fuß in die Straße hinausgebaut war; das Morgenlicht glänzte durch die Scheiben und malte sich auf dem Boden, den man mit frischen grünen Blättern bestreut hatte. Der älteste von den Fremden war ein Mann von mittlerer Größe, mit schönen braunen Augen, einer fein gebogenen Nase und kräftigen, freundlichen Lippen. Der jüngere war höher und schlanker, seine Augen glänzten feuriger, sein Gang war rasch und heftig. In den Ährten, der Zeit und Wecker schon auf den Tisch gestellt hatte und eben im Begriff war, das Zimmer wieder zu verlassen, wandte er sich 15 mit der Frage: „Sagt, wie steht es hier? Ist nichts Neues vorgefallen seit unserm letzten Gittersein?“

„Ein reicher Equire aus Yorkshyre ist gestern abend angekommen, mit Pferden und Leuten,“ antwortete der Ährte, „und hat meine besten Zimmer da oben gemietet. Ein vernünftiger Mann, der mit allen Dingen zufrieden ist. Er sagt, er sei schon vor vier Jahren hier in London gewesen, damals als wir mit der spanischen Armada zu tun hatten; er will sogar hier gewohnt haben, aber ich kann mich seiner nicht erinnern. Ein Patriot ist er, das steht außer allem Zweifel; denn von unserer Königin 25 Elisabeth spricht er nur mit Verebengungen und der Sand auf dem Söygen.“

„Das muß ein echter Engländer sein,“ sagte Robert, als der Ährte hinausgegangen war. „Aber trinf doch, Ghriftoph, du schenfst mir heute nicht so heiter wie gewöhnlich.“ 30 „Sch bin es auch nicht,“ sagte Jener, indem er den wollen Wecker nachdentend erhob. „Ist es dir wohl schon vorgetommen, daß eine traurige Geschsichte, die du gelesen hastest, dich so quälte, als ob du sie selbst erlebt hättest?“

10 B. Nach einigen Tagen kam der Professor zurück. Ein Augenfreund, sein einziger Vertrauter, der Doktor, welcher die Heile mit ihm gemacht hatte, stieg mit ihm aus dem Wagen und geleitete ihn auf sein Zimmer. Mit stiller Freude begrüßte ihn die alte Haushälterin.

40 „Als der alte Diener abgepadt hatte, als die Ordnung wieder hergestellt war, wart sich der Welehrte, der bisher durch seine Zimmer geandert war und sich umgesehen hatte, in seinen betstuh und sagte: „Nun ist mir endlich wieder wohl. Mein mein lieber Freund, was du für meine Gesundheit gut hältst, ist es am allerwenigsten, denn nichts kann mich so unglücklich machen 45 wie dieses viele Meilen, wozu du mir geraten hast. Wir ist dann ganz so zu Mute, als suchte ich Hundenslang in einem großen



Buche nach einer Stelle, die ich schließlich doch nicht finden kann, weil sie überhaupt garnicht darin steht. Nun habe ich mich endlich in meinem eigenen Heim wieder zurecht gefunden, und die Gedanken, die bisher auf dem Kopfe standen, fügen sich wieder in ihre alte, rechte Lage.“ 50

„Es tut mir leid,“ erwiderte der Freund, „daß das, was ich für heilsam hielt, so wenig seinen Zweck erreicht hat.“

„Diese Zimmer, diese Ruhe und Abgeschlossenheit,“ fuhr der Gelehrte fort, „sind mir heilsam. Hier, wo ich einen Tag nach dem andern mit gewohnter, stiller Arbeit verbringen kann, bin ich am zufriedensten und glücklichsten. Die freien Felder, die Felsen, das Wasser, die weiten Aussichten über Wälder und Wiesen ängstigen mich. Alles was ich bin, was ich will, alle meine Pläne und Wünsche scheinen mir dort so nichtig und unnütz, daß mir fast so zu Mute wird wie einem kleinen Kinde, das im Gedränge des Marktes seine Mutter verloren hat. Ich weiß, du findest das töricht, und ich will mit dir nicht darüber streiten. Selbst wenn du recht hättest, könnte ich mich doch nicht anders machen, als ich bin.“ 60 65

### III

Grammatical questions based on the preceding passages for translation.

1. Give the principal parts, with the auxiliary of the perfect tense, and the third person singular present indicative (model : *weggehen, ging weg, ist weggegangen, geht weg*) of the following verbs : *getreten* (4), *wandte* (15), *vorgefallen* (16), *antwortete* (19), *erhob* (32), *hältst* (43), *finden* (47), *verbringen* (56), *weis* (62), *streiten* (63).

2. Give, with the definite article in each case, the nominative and genitive singular, and the nominative plural of : *Herren* (3), *Fusz* (7), *Augen* (11), *Pferden* (19), *Gelehrte* (41), *Arbeit* (57), *Felder* (58), *Pläne* (61), *Kinde* (62), *Mutter* (63).

3. Decline throughout the singular only : *einem grossen Buche* (47-48), *stiller Arbeit* (57); throughout the plural only *grünen Blättern* (9); throughout the singular and plural *die alte Haushälterin* (39).



4. What construction may be substituted for *als ob du sie selbst erlebt hättest* (34)?

5. Change *Selbst wenn . . . bin* (65-66) to a condition of the past time. Write out in full.

6. Give and explain the cases of *Strasze* (7), *Hiersein* (17), *seiner* (24), *Stelle* (48), *Wälder* (59).

#### IV

Write to a friend a German letter of about 75 words, properly dated and signed, expressing your regret at his or her illness, and promising a visit just as soon as your duties may permit you to make the trip.

#### V

Translate into German :

Albert told me, he had not seen the book on his table, and Otto, who was here half an hour ago, declared, he had left it there. I am very sorry now that I did not return it myself. One of the other boys may have taken it away in order to read it at home, but I don't know who it can have been. If it were not a present from Albert's German grandmother, it would not be so bad. He received it from her on his fifteenth birthday when he was visiting her with his parents in Germany, and it was her last gift, since she died during the following winter. I will go now and ask our teacher if he has found the book. He often remains in the building until four or five o'clock and it is possible that he saw the book and put it away. Will you accompany me? He lives rather far from here but it is a pleasant walk.

#### VI

(Only for those who do not take the oral test).

Write an exercise in German, of about 75 words, on one of the following topics : *Das Leben auf dem Lande* or *Das Leben in der Stadt* or *Meine schönste Reise*.

## FIRST YEAR FRENCH

1. Pronunciation.
2. Inflect the following tenses :
  - a. Imperfect Indicative of *manger*.
  - b. Pluperfect Indicative of *venir*.
  - c. Present Subjunctive of *vouloir*.
  - d. Present Conditional of *tenir*.
  - e. Present Subjunctive of *appeler*.
  - f. Pluperfect Subjunctive of *aller*.
  - g. Future Indicative of *mourir*.
  - h. Perfect Subjunctive of *se taire*.
3. Write synopsis in all simple and compound tenses of the Indicative and Subjunctive of :
  - a. *écrire* in 3rd person singular.
  - b. *pouvoir* in 1st person plural.
  - c. *naître* in 1st person singular.
  - d. *faire* in 2nd person plural.
4. Translate into French :
  - a. I was reading him your letter when she entered the dining-room.
  - b. Why did she not tell me what she had done ?
  - c. If you know where my French books are, tell me.
  - d. How much did you pay for this pen ? It is worth nothing.
  - e. His mother died last year, and left him a great fortune.
  - f. Go there, and tell him that I wish to see him at once.
  - g. There are many people who read only the newspapers.
  - h. If your sister had come sooner, she would have found me at home.
  - i. If you have more money than you need, give me some.
  - j. He can speak French very well, although he has never been in France.

k. When it is fine weather, we like to take a walk in the country.

l. It is not true that he is sick.

5. Translate into English :

A. On avait envoyé Jacques faire une commission dans un village des environs, et en revenant il arriva, au milieu d'un bois, à un endroit où les routes se croisaient. Laquelle prendre ? Jacques regarda de tous les côtés, mais ne put reconnaître celle par où il avait passé deux heures plus tôt. Il y avait bien là un poteau qui, avec ses grands bras étendus, indiquait le chemin, et sur l'un des bras le nom de son village était inscrit en grosses lettres. Mais Jacques avait toujours été un paresseux à l'école, et les inscriptions sur les poteaux ne lui disaient rien, car il ne savait pas lire ! Dans son embarras, il regretta bien de n'avoir pas mieux employé son temps à l'école, mais il se vit forcé de choisir son chemin au hasard. Il marcha ainsi longtemps en tournant le dos à la maison paternelle. Il rencontra enfin quelqu'un qui le remit dans la bonne route ; il fut obligé de revenir sur ses pas et de refaire tout le chemin qu'il avait déjà parcouru. Il arriva chez lui bien fatigué ; il avait faim et soif ; mais sa mère, qui l'attendait depuis longtemps, crut qu'il s'était amusé en chemin, le gronda, et l'envoya coucher sans souper. Est-ce que Jacques n'aurait pas mieux fait d'apprendre à lire ?

B. Bossuet, encore enfant, donna d'heureux présages de ce qu'il serait un jour. Dès l'âge de sept à huit ans, il apprenait par cœur des sermons, qu'il prononçait de fort bonne grâce. La marquise de Rambouillet en ayant ouï parler, souhaita de l'entendre, et fit naître le même désir aux personnes qui tous les soirs s'assemblaient chez elle. Le jeune Bossuet y fut conduit entre onze heures et minuit, et prêcha avec beaucoup d'agrément et d'assurance. Toute l'assemblée en parut très satisfaite. Voiture, qui courait toujours après l'esprit, dit, au sujet de l'âge du prédicateur et de l'heure de la prédication : " En vérité, je n'ai jamais entendu prêcher si tôt ni si tard."



## SECOND YEAR FRENCH

## I

Pronunciation.

## II

Translate :

*J'avais* souvent remarqué combien Eugène *était* bon pour tout le monde. Chaque fois que le fermier avait des différends avec ses ouvriers, il finissait toujours par appeler son frère qui arrangeait les choses en quelques mots.

Il s'occupait aux mêmes choses que maître Sylvain. Mais il refusait d'*aller* au marché : il *disait* qu'il n'aurait même pas *su* vendre un fromage. Il marchait posément, en se balançant, comme s'il eût réglé sa marche sur celle de ses boeufs.

Il passait presque tous ses dimanches à Sainte-Montagne. Quand le temps était trop mauvais, il restait à *lire* dans la grande salle. Souvent je le guettais dans l'espoir qu'il oublierait son livre ; mais jamais il ne l'oubliait. J'étais désolée de ne rien trouver à lire à la ferme. Aussi je ramassais tous les bouts de papier qui traînaient.

La fermière avait fini par le remarquer, et elle disait que je *deviendrais* avare.

Un dimanche que j'avais osé demander un livre à Eugène, il me *fit* cadeau d'un gros livre de chansons. Pendant tout l'été, je l'emportais aux champs. Je composais des airs aux chansons qui me *plaisaient* le mieux ; puis je m'en lassais, et, en aidant la fermière au grand nettoyage de la Toussaint, je *découvris* des almanachs de plusieurs années.

Write the principal parts, including the first person singular of the future and the present subjunctive of the verbs in italics. Conjugate : the imperfect subjunctive of *savoir*, the present indicative of *pouvoir*, the past definite of *naître*, the conditional of *envoyer*, the pluperfect indicative of *mourir*, the present subjunctive of *céder*, the imperfect indicative of *juger*.

## III

Translate :

1. Is there any water here ? Yes, here is some good, cool water.

2. I shall be eighteen years old in nineteen seventeen.
3. I have given them to my sister, they were hers.
4. This book is mine, but that is my sister's.
5. He had not seen him for five years.
6. After looking at the two books, I asked him which one he wanted.
7. Your sister is older than you, but she is not so tall.
8. When shall you begin? We shall begin as soon as my brother has finished.
9. I have been ill for a week, and I wish them to stay till I am better.
10. Lend me your pen, but do not lend it to her.
11. A friend of mine told me he would come to see me at five o'clock if it was not raining.
12. There are many interesting things which you will see when you go to Paris.
13. Be good enough to give me what you have in your hand.
14. My brother was reading when they entered the room.
15. What is there in that box? It is the book I spoke to you of last week.

## IV

1. Give the feminine of : *beau, vieux, boeuf, oncle, frais*.
2. Give the plural of : *genou, bal, oeil, monsieur, travail*.
3. Give a list of the relative and interrogative pronouns.

## V

Translate :

Le matin, vers six heures, un domestique du préfet frappait à la maison d'Orso. Reçu par Colomba, il lui dit que le préfet allait partir, et qu'il attendait son frère. Colomba répondit sans hésiter que son frère venait de tomber dans l'escalier et de se fouler le pied ; qu'étant hors d'état de faire un pas, il suppliait le préfet de l'excuser, et serait très reconnaissant s'il daignait prendre la peine de passer chez lui. Peu après ce message, Orso descendit et demanda à sa

soeur si le préfet ne l'avait pas envoyé chercher. " Il vous prie de l'attendre ici," dit-elle avec la plus grande assurance. Une demi-heure s'écoula sans qu'on aperçut le moindre mouvement du côté de la maison des Barricini ; cependant Orso demandait à Colomba si elle avait fait quelque découverte ; elle répondit qu'elle s'expliquerait devant le préfet. Elle affectait un grand calme, mais son teint et ses yeux annonçaient une agitation fébrile.

Enfin, on vit s'ouvrir la porte de la maison Barricini ; le préfet, en habit de voyage, sortit le premier, suivi du maire et de ses deux fils. Quelle fut la stupéfaction des habitants de Pietranera, aux aguets depuis le lever du soleil pour assister au départ du premier magistrat du département, lorsqu'ils le virent, accompagné des trois Barricini, traverser la place en droite ligne et entrer dans la maison della Rebbia. " Ils font la paix !" S'écrièrent les politiques du village.

### THIRD YEAR FRENCH

#### I. Translate :

1. He used to come twice a week, now he comes only once every two weeks.

2. Tell them what happened on the twenty-fourth of February, 1848, and on the second of December, 1851 (*write out all the numerals*).

3. If I am not mistaken, those are the people we have just spoken of ; you told me they had left town.

4. Does he wish to go himself? I do not think so, I was told that he wished some one to go in his place.

5. He sent me some good stories last year, but those you sent were the most interesting I have ever read.

6. Whom did you see yesterday evening? No one. What were you doing then? I worked all the evening in my room.

7. These books are ours and we shall never give them to him. It is true he has none, but he has money and can easily buy some.



8. When did he come to America? I do not remember, but I think that he has been here only a few years.

9. She ought to have gone to see them yesterday morning, but I am sure she stayed at home, for I heard her singing in her room until half past ten, and then she went for a walk.

10. Do you see that large white house on the other side of the street? Your friends lived there three years ago.

II. Complete the following sentences by the addition of a tense of another verb to each expression.

1. J'espérais que
2. Je veux que
3. Je ne veux pas que
4. Il est certain que
5. Il faut que
6. Il est possible que
7. Il est probable que
8. Je suis content que
9. J'attendrai jusqu' à ce que
10. Il semble que

III. Translate :

(a) *Nous avons couché à la belle étoile*, (b) *Nous sommes au fort de l'hiver*, (c) *Chansons que tout cela*, (d) *Cela fait dresser les cheveux*, (e) *Je suis au comble de la joie*, (f) *Je vois cela dans un autre jour*, (g) *Vous mettez ma patience à bout*, (h) *Entre nous soit dit, ce n'est pas la mer à boire*, (i) *Ne voyez-vous pas qu'il rit sous cape?* (j) *Il nous a fermé la porte au nez.*

IV. Translate :

La patrie est supérieure à tous les accidents de l'existence et de l'histoire ; *une et indivisible*, comme disait la Révolution française. Elle appartient à chacun et à tous ; elle enveloppe les hommes comme l'air qu'ils respirent ; elle les saisit d'une prise telle que leur décision même ne suffit pas pour les délivrer de l'étreinte. Fille de la nature, œuvre des siècles, communion des âmes, il faudrait des bouleverse-

ments dans l'ordre naturel, un effort inverse des siècles, l'insurrection des volontés, l'anéantissement d'une race pour la détruire.

—(Gabriel Hanotaux).

V. Translate :

a. En général, il y a beaucoup de discours et peu d'action sur la scène française : peut-être est-ce qu'en effet le Français parle encore plus qu'il n'agit, ou du moins qu'il donne un bien plus grand prix à ce qu'on dit qu'à ce qu'on fait. Quelqu'un disait, en sortant d'une pièce de Denis le Tyran : Je n'ai rien vu, mais j'ai entendu force paroles. Voilà ce qu'on peut dire en sortant des pièces françaises. Racine et Corneille, avec tout leur génie, ne sont eux-mêmes que des parleurs ; et leur successeur est le premier qui, à l'imitation des Anglais, ait osé mettre quelquefois la scène en représentation. Communément tout se passe en beaux dialogues bien agencés, bien ronflants, où l'on voit d'abord que le premier soin de chaque interlocuteur est toujours celui de briller. Presque tout s'énonce en maximes générales ; quelque agités qu'ils puissent être, ils songent toujours plus au public qu'à eux-mêmes ; une sentence leur coûte moins qu'un sentiment : les pièces de Racine et de Molière exceptées, le *je* est presque aussi scrupuleusement banni de la scène française que des écrits de Port-Royal ; et les passions humaines, aussi modestes que l'humilité chrétienne, n'y parlent jamais que par *on*.—J. J. ROUSSEAU : *La Nouvelle Héloïse*.

b. Give the principal parts of the irregular verbs in the preceding passage.

c. Give a synopsis in the first person singular of *résoudre*, in the second person singular of *s'asseoir*, in the third person singular of *cueillir*, in the first person plural of *moudre*, in the second person plural of *acquérir*, and in the third person plural of *peindre*.

## FIRST YEAR SPANISH

1. Pronunciation.
2. A. Inflect all the personal pronouns.  
B. Give the cardinal numbers from 1 to 25.  
C. Write plural form of *el frac*, *el carácter*, *el choque*, *el examen*, *la cruz*, *el taller*.  
D. Write feminine plural form of *traidor*, *alemán*, *portugués*, *holgazán*, *feliz*, *mejor*.
3. A. Inflect the following tenses :
  1. Present Indicative of *caer*.
  2. Present Subjunctive of *volver*.
  3. Future Indicative of *saber*.
  4. Imperfect Indicative of *leer*.
  5. Preterit Indicative of *traer*.B. Give synopsis in all tenses of the Indicative and Subjunctive.
  1. *Poner* in 3rd singular.
  2. *Dar* in 3rd plural.
  3. *Decir* in 1st singular.
  4. *Poder* in 1st plural.
4. Translate :
  1. My mother is at home every Tuesday at five o'clock.
  2. If it is cold, don't go out.
  3. I wish him to write her a long letter.
  4. I have to give him what he wishes.
  5. If we had time, we should visit all the churches which are in the middle of the city.
  6. Her father is more than seventy-five years old.
  7. He knows nothing of Spanish literature.
  8. Never tell him what you have done.
  9. Yesterday I saw your friend who has been sick. He said that he is better now.



10. You are much taller than I thought.
11. What is beautiful is not always useful.
12. If you have his hat, give it to him.

5. Translate :

A. Muy rápida, vertiginosa fué en realidad la carrera política de Lincoln. Acaso en los Estados Unidos solamente sea posible concebir otra tan grande y en tan breve espacio de tiempo realizada. Antes de 1858 era un personaje oscuro, absolutamente desconocido de la inmensa mayoría de sus compatriotas, más allá de un estrecho círculo ; en ese año fué candidato de uno de los dos grandes partidos, en que estaban afiliados los ciudadanos del estado de Illinois, para la senaduría de la república ; luchó con la mayor actividad, desplegó en la campaña suma extraordinaria de elocuencia, sagacidad y energía ; pero quedó derrotado. Sin embargo, por medio precisamente de esa campaña, desgraciada en cuanto al resultado inmediato, hizo resonar su nombre por todo el país, y á los dos años obtuvo el favor más grande de que podían disponer sus compatriotas, la primera magistratura de la nación.

B. Eran las dos de una tarde de Octubre.

El esquilón de la Catedral tocaba á vísperas,—lo cual equivale á decir que ya habían comido todas las personas principales de la ciudad.

Los canónigos se dirigían al coro, y los seglares á sus alcobas á dormir la siesta, sobre todo aquellos que, por razón de oficio, v. gr., las autoridades, habían pasado la mañana entera trabajando.

Era, pues, muy de extrañar que á aquella hora, impropia además para dar un paseo, pues todavía hacía demasiado calor, saliese de la Ciudad, á pie, y seguido de un solo alguacil, el ilustre señor Corregidor de la misma,—á quien no podía confundirse con ninguna otra persona ni de día ni de noche, así por la enormidad de su sombrero de tres picos y por lo vistoso de su capa de grana, como por lo particularísimo de su grotesco donaire.

## SECOND YEAR SPANISH

1. Conjugate in full the present indicative, present subjunctive and preterit of *poder, querer, ir, conducir, seguir, huir, saber, hacer, tener*.

2. State the rules and exceptions for the use of the direct object with á.

What are the rules for the use of the subjunctive in adjective clauses?

Give a complete list of the object pronouns used with the verb.

3. Translate :

(a) This large building was constructed for the merchant.

(b) Speak to them of the affair but don't tell them our secret.

(c) If it is good weather tomorrow I shall accompany some friends of mine to the city.

(d) I wish a house which has large windows.

(e) At half past two in the afternoon there was scarcely anybody in the streets.

Translate :

(f) ¡ Quién la viera ahora !

(g) Se viste á sí misma.

(h) Habrá llegado.

(i) Mañana por la mañana vendrá ?

(j) Abierta la ventana, se acostó ?

4. Translate :

Estoy viendo desaparecer hacia el Mediodía el buque ballenero que me deja abandonado en esta isla desierta, sobre la arena de una playa sin nombre.

¡ Heme aquí solo ; solo en un ámbito de mil leguas !

Yo amaba á una mujer . . . . El demonio de los celos me mordió el corazón, y he matado á mi rival en desafío . .

—¡ Era un príncipe ! . . . .

Y el Gobierno ruso me ha condenado á pasar aquí *un año* . . . . ; es decir, me ha condenado á muerte.

¡ Ah ! ¿ Por qué no me entregó al hacha del verdugo ?—  
¿ Por qué hacerme espirar de frío, de hambre, de tristeza, de desesperación, ó disputando mi cuerpo al terrible oso blanco, si mi delito no era mas que uno ?

Hoy tiene el *día* diez y seis minutos.

Mañana *no saldrá* el sol.

Mañana me ocultaré yo por seis meses ; él por tres.

¡ Oh, sol ! ¿ volveremos á vernos ? . . . . .

Hoy es el siete de Noviembre, el tremendo día del *Spitzberg*, el último en que ve el sol . . . .

Son las once y media de la mañana.

Hace tres horas que un esplendoroso crepúsculo luce en el remotísimo confín de los cielos.

Mas el sol no aparece . . . .

¡ Ah ! . . . ¡ sí ! . . . ¡ Helo pálido y entristecido, pugnando por asomar su frente ! . . . .

Pero el disco no se eleva . . . .

El limbo solamente pasa rozando por el límite del cielo y de las olas . . . .

¡ Un momento más, y ha desaparecido !

¡ Adíos para siempre, padre de la luz, corona de los cielos, alma del mundo !

¡ Adíos, mi último amigo ! ¡ Adíos y vuelve !

—ALARCÓN.

5. Translate :

Cuando una parte del ejército francés se apoderó á principios de este siglo de la histórica Toledo, sus jefes, que no ignoraban el peligro á que se exponían en las poblaciones españolas diseminándose en alojamientos separados, comenzaron por habilitar para cuarteles los más grandes y mejores edificios de la ciudad.

Después de ocupado el suntuoso alcázar de Carlos V, echóse mano de la casa de Consejos ; y cuando ésta no pudo contener más gente, comenzaron á invadir el asilo de las comunidades religiosas, acabando á la postre por transformar en cuadras hasta las iglesias consagradas al culto.

—BÉCQUER.



## THIRD YEAR SPANISH

## 1. Translate :

- (a) I am desirous of seeing the recently arrived persons.
- (b) He had just ordered a new suit made.
- (c) How well he has written that comedy !
- (d) I wonder if it will be very cold tomorrow morning.
- (e) Most friends of mine can scarcely believe it, although I have explained it to them carefully.

## Translate :

- (a) ¿ Qué tal la sopa ?
- (b) ¡ Quién la viera ahora ?
- (c) Mientras más se estudia menos se queda satisfecho.
- (d) De buenas á primeras se mostró muy comunicativo.
- (e) Quien lo ha hecho soy yo, pero no se lo diga á él.

2. Translate : (*Write out all numerals in full.*)

Miguel de Cervantes Saavedra, the famous author of *Don Quixote*, was born in Alcalá de Henares, a little town near Madrid, in 1547. He died in 1616, the same year as Shakespeare. He was the son of a doctor, of poor though noble family, and received his education at the University of Alcalá.

When he was quite young he had a tutor, López de Hoyos, who aided him in writing verses and who, in 1568, asked him to inscribe some sonnets to Isabel de Valois, the late queen. Cervantes was very proud that his tutor should show him this attention, and the sonnets that he wrote are still preserved.

Cervantes' first book was published in 1584, but the book which made him most famous and which will never allow his name to die, his '*Don Quijote*', was not published until 1605. He wrote a second part, which was published the year before his death.

## 3. Translate :

—El descuido y la impresión de mi padre no podrían ser mayores. Harto lo ha probado su ruína ; pero además, bas-

tará con que yo, enlazando los rotos recuerdos de mi niñez, te cuente mi modo de vivir en Madrid, para que entiendas que lo mejor, quizá lo único que pudo hacer mi padre, fué dejarme confiada á D. Acisclo. Hasta que cumplí cinco años, viví en casa de una señora, que parecía medianamente acomodada, y que se llamaba Doña Francisca. He cavilado después si aquella señora sería mi verdadera madre ; pero si me trataba bien y hasta con mimo y regalo, se conocía ó se debía conocer, juzgando yo por el confuso recuerdo, que yo le era extraña. Me tenía en su casa por favor. No era casada. Iba á visitarla con frecuencia un caballero guapo, amigo de mi padre.

—JUAN VALERA.

4. Translate :

Acepté la proposición del doctor con la esperanza de *salir* un célebre médico bajo la dirección de tan gran maestro. Me llevó luego á su casa para instruirme en el ministerio á que me destinaba. Reducíase éste á escribir el nombre, la calle y casa donde vivían los enfermos que le llamaban mientras él visitaba á otros parroquianos. Para este fin *tenía* un libro en que asentaba todo lo *dicho* una criada vieja, á la cual se reducía toda su familia ; pero sobre no *saber* palabra de ortografía, escribía tan mal, que por lo común no se *podía* comprender lo escrito. Me encargó, pues, á mí este registro, que se podía intitular con razón *registro mortuario ó libro dedifuntos*, porque morían casi todos aquéllos cuyos nombres se apuntaban en él. Escribía, por decirlo así, los nombres de los que *querían* partir de este mundo, ni más ni menos que en las casas de posta se apuntan los nombres de los que *piden* carruaje ó caballos. Estaba casi siempre con la pluma en la mano, porque en aquel tiempo el doctor Sangrado *era* el médico más acreditado de todo Valladolid.

—LE SAGE.

Conjugate the present indicative, preterit and imperfect subjunctive (both forms) of the italicised verbs in the above selection.

5. Translate :

Cuentan de un sabio, que un día  
Tan pobre y mísero estaba.

Que sólo se sustentaba  
 De unas yerbas que cogía.  
 ¿Habrà otro (entre sí decía)  
 Más pobre y triste que yo ?  
 Y cuando el rostro volvió,  
 Halló la respuesta, viendo  
 Que iba otro sabio cogiendo  
 Las hojas que él arrojó.

—CALDERÓN.

### FIRST YEAR ITALIAN

#### 1. Translate into Italian :

If you have any apples give some to me, and to him. If you want to go out of doors, you have only to ask permission from Henry's uncle. Boys ! you have not learned those things of which I have spoken ; I shall return later to repeat them to you. Has he been to all the cities of Italy ? I don't believe he has visited more than two of them. Did you both fall down ? Yes, and he is still lying where he fell. Did he give them to her when she was there ? No, he has never given her anything which was worth anything. I can and will do it. He left his coat on a branch. Little by little he became a great poet. Let them leave his house tomorrow. Five days ago he ordered a suit to be made for himself.

2. Give the Present Indicative of *andare*, *parere*, *solere*, *dovere* ; the Preterite of *dare*, *tenere*, *finire*, *porre* ; the future of *valere*, *potere*, *andare*, *vedere* ; the Pluperfect Subjunctive of *stare*, *sapere*, *dovere*, *rimanere*.

#### 3. Translate into English :

Cammina di qua, cammina di là, zio Sidru perdrè quasi tutta la notte invano. Poi la luna tramontò, le nuvole si fecero nere, il pastore non vide più nulla e ritornò all'ovile. Da lontano udì il cane abbajare furiosamente, dstando echi cavernosi. Pareva la voce d'un demonio incatenato fra le roccie, e zio Sidru provò una sorda inquietudine. Affrettò il passo ; a monenti il cane si chetava, ma poscia ritornava a urlare con più forza.



—Eso mi chiama —pensava zio Sidru,—che cosa diamine accade lassù? Cosa fa quel pezzente, quel cacciatore di cornacchie?

Si mise a correre : il vento gli sferzava le spalle, il fianco, i capelli ; il cuore cominciò a battergli forte. Arrivò ansando all'ovile. L'ovile era vuoto, i porci scomparsi, scomparso Boele. Solo il cane, solo gli urli rauchi e rabbiosi del cane, animavano la buia solitudine.

Zio Sidru si morse le dita, s'aggirò intorno come un forsennato, gemendo e parlando fra sè.

—Egli mi ha derubato, egli mi ha assassinato. Aveva gli occhi brillanti, il volto rosso. Egli pensava da molto tempo a derubarmi, a rovinarmi. L'infame immondezza ! Ha preso questa via, è partito appena mi sono allontanato, ed ora è lontano, lontano assai, il cacciatore di cornacchie ! Egli venderà i miei porci, egli bevverà il mio lavoro, il mio sangue ! Egli ? Oh, prima gli cascheranno gli occhi. Io t'inseguirò, ti taglierò la via, ti metterò sette palle nel cuore, pezzente ! ladro !

Neanche per un momento, venne a zio Sidru l'idea di denunziare Boele alle autorità. Ah, egli si sentiva prudente anche in quella terribile occasione ; a poi si sentiva capace di far tutto da sè. E non una parola di rimprovero contra Sidra, causa prima di tutte le sue disgrazie.

—G. Deledda.

## SECOND YEAR ITALIAN

### 1. Translate :

Ten years ago June 16, 1904\*, he left the city to go to the country, where he wished to study his books. He was then forty-six years old. He hoped to learn everything he needed in three years, in order to write a book on the history of his country. He had a house built for himself, which cost five thousand dollars†. He used to read for eight or ten hours every day, even when he was not well, and he did not write to either you or me about it. He had a very beautiful garden there, where he used to walk, under the shadow (ombra) of the trees, on whose branches vari-

ous sorts of birds used to sing. In this way he did not feel the heat, when the sun was shining brightly. When his neighbors asked him what he was doing, he would answer, "Mr. B., you know that I am no longer young. I amused myself when I should have been working, and so I must continue to make great efforts to work. But now my head aches, and my eyes pain me, and I cannot stay any longer in the house. Have you made good resolutions, and is it difficult to keep them? Come and tell me about it, as I have told you." He died last year, and was buried in the grove near his house without finishing his book.

\* Write the date out in full.

† Give the equivalent in Italian money.

2. Give the principal parts of *cogliere, chiedere, trarre*; the future of *volere, bere, tenere, dovere, andare*; the preterite of *dare, valere, ridere, porre, morire*; perfect indicative of *chiudere, venire, potere, leggere*.

3. Translate :

(a) Passata è la tempesta :  
 Odo augelli far festa, e la gallina  
 Tornata in su la via,  
 Che ripete il suo verso. Ecco il sereno  
 Rompe là da ponente, alla montagna ;  
 Sgombrasi la campagna,  
 E chiaro nella valle il fiume appare.  
 Ogni cor si rallegra, in ogni lato  
 Risorge il romorio,  
 Torna il lavoro usato.  
 L'artigiano a mirar l'umido cielo,  
 Con l'opra in man, cantando,  
 Fassi in su l'uscio ; a prova  
 Vien fuor la femminetta a còr dell'acqua  
 Della novella piova ;  
 E l'erbauol rinnova  
 Di sentiero in sentiero  
 Il grido giornaliero.

—*Leopardi.*

(b) Passò dinanzi una bottega socchiusa ; c'era in fondo una donna che allettava un bimbo, e un uomo, in maniche di camicia, fumava sulla porta. Egli, camminando, guardava ogni cosa, ma non osava fermarsi ; gli sembrava che lo scacciassero via, via, sempre via. I cristiani pareva che sentissero già l'odor del morto, e lo evitavano. Solo una povera donna, che andava a Sesto, curva sotto una gran gerla e brontolando, se mise a sedere sul ciglio della strada accanto a lui per riposarsi ; e cominciò a chiacchierare e a lamentarsi, come fanno i vecchi, ciarlando dei suoi guai : che aveva una figlia all' ospedale, e il genero la faceva lavorare come una bestia ; che gli toccava andare fino a Monza con quella gerla lì, e aveva un dolore fisso nella schiena che gliela mangiavano i cani. Poi anch'essa se ne andò per la sua strada, a far cuocere la polenta del genero che l'aspettava. Al villaggio suonava mezzogiorno, e tutte le campane si misero in festa per l'Ascensione. Quando esse tacevano una gran pace si faceva tutto a un colpo all'intorno per la campagna. A un tratto si udì il sibilo acuto e minaccioso del treno che passava come un lampo.

—G. Verga.

## ANCIENT HISTORY

Preparation (Answer all.)

1. Where have you studied this subject ?
2. How long have you studied it ?
3. What text-book or text-books did you use ?
4. What other books about any portion of this period have you read ?

I. *Oriental History.* (Answer 1 or 2.)

1. What does Egypt owe to the Nile ? Describe the pyramids and the sphinx near Memphis. What did Rameses II accomplish ?

2. How was the history of the Hebrew nation affected by Saul, by Solomon, by Isaiah, by Nebuchadnezzar, and by Cyrus ?



II. *Greek History.* (Answer two questions.)

1. Locate on the outline map: Crete, Troy, Miletus, Syracuse, Marathon, Olympia, Issus. For what is each of these noted in Greek history?

2. Outline the story of one of the Homeric poems. What do they teach us about the characteristics of the Greek nation at the time they were composed?

3. What did the Athenians owe to Solon, to Themistocles, to Pericles, to Sophocles, and to Phidias? (Answer this question as fully as possible.)

III. *Greek History.* (Answer two questions.)

1. Where was Corinth situated and what were the advantages of its site? What do you know about its part in the history of Greek commerce and colonization? What do you know about its relations with Sparta and with Athens in the Fifth Century before Christ?

2. Tell the story of the march of the Ten Thousand under Xenophon.

3. To what extent was Alexander's success in Asia due to the work of his father? To what extent was it due to his own personal qualities?

4. What do you know about the history of Egypt under the Ptolemies?

IV. *Roman History.* (Answer two questions.)

1. Locate on the outline map: Tarentum, Syracuse, New Carthage, Cannae, Alexandria, Philippi, and Byzantium. For what is each of these places noted in Roman history?

2. What were the duties and powers of the consuls, the censors, the tribunes, the praetors, and the senate in the Roman republic?

3. Give an account of the events which led to the establishment of Roman rule in Sicily, in Spain, in Greece, and in Gaul.

V. *Roman History*. (Answer three questions.)

1. Give an account of the life and achievements of Cicero.

2. In what respects did the government of Rome and the provinces under Augustus differ from their government under the republican system?

3. What were the relations between the Roman government and the Christian Church under Nero, under Trajan, under Diocletian, under Constantine, and under Julian?

4. What evidences would you find today in France, in Spain, and in England that these countries were once under the rule of Rome?

If you are trying for only a half unit of credit, answer any *five* questions in Greek History or any *five* questions in Roman History.

## MEDIEVAL AND MODERN HISTORY

1. Where have you studied this subject?

2. How long (*i.e.* how many weeks, and with how many recitations a week)?

3. What text-book or text-books did you use?

4. What else have you read on this subject or on any part of it?

5. Are you seeking a unit of credit or only a half-unit?

### Group I (answer two questions).

1. Why, how, and into what fragments did the empire of Charles the Great (Charlemagne) break up during the century that followed his death?

2. How did the house which culminated in the Ottos rise to royal and to imperial power, and what during the tenth century were its achievements?

3. Narrate the rise of the Capetians to the French throne, pointing out the causes and the nature of their success.

## Group II (answer two questions).

1. Tell what you can of the industries, the commerce, and the government of medieval towns.
2. Tell what you can of the life, the duties, and the dues of a peasant during the feudal centuries.
3. Tell what you can of the life and duties of a medieval monk. Wherein did a friar differ from a monk? What were the two chief sorts of friars, and how did these differ from each other?

## Group III (answer 1 or 2).

1. Locate on the map: (1) the states of western Christendom at the end of the Middle Ages, (2) what were then the most important ports, (3) the seats of the leading universities, and (4) the most famous centres of art.
2. Locate the Scheldt; the Danube; the Rhone; Strassburg; Munich; Prague; Rossbach; Blenheim; Bavaria; Genoa.

## Group IV (answer three questions).

1. Discuss the causes of the Thirty Years' War; the reasons for the interference of Sweden and France; the character and military skill of Gustavus Adolphus.
2. Why was Louis XIV so interested in the question of the Spanish Succession? What prevented its settlement as Louis would have liked?
3. What is meant by the Pragmatic Sanction? Who were the rival claimants for the Hapsburg dominions in 1740? Why did Frederick the Great interfere at this time? Give the results of the battle of Rossbach.
4. Why was the Estates General called in 1789? Why was it a dangerous experiment? Why did Bonaparte invade Egypt? How did he gain political power in France? What were the successive steps of his overthrow?

## Group V (answer 1 or 2).

1. What was the Italian policy of Cavour? Outline the formation of the kingdom of Italy.



2. Why was a republic proclaimed in France in 1870? Who was emperor of the French at this time? Give a brief summary of his character.

### AMERICAN HISTORY AND CIVICS.

How many weeks and for how many hours of recitation a week have you studied American History and Civics? What text-book did you use? What other standard works on American History do you know? Describe one of the latter in some detail. Are you seeking a unit or a half unit of credit?

#### Part I. American History

Map question. This question is to be taken by all.

Locate on the map (by a point numbered or named) the following cities: El Paso, Los Angeles, Birmingham, Salt Lake City, Seattle, Atlanta, Memphis, Chattanooga, Knoxville, and Pensacola.

Indicate the slave-holding states that did not secede from the Union in 1860-1861.

Show by shading or by a border line the cotton-growing area of the United States.

Indicate by carefully dotted lines five or more railway routes from Chicago to the eastern seaboard of the United States. Give the names of the principal railways in each of these five lines.

Indicate the route of the Lewis and Clark expedition of 1804-1806.

Write on two questions in the following group of three:

1. What territories did Great Britain acquire in America as a result of the war ending in 1763? What was the Proclamation Line of that year? Discuss the administrative reforms attempted by Great Britain, after 1763, contributing to the American Revolution.

2. What changes were effected in the colonial governments following the outbreak of the Revolution, in 1775? What new principles of government, if any, were established

by these changes? What colonies continued under their old charters, and how long?

3. Of what classes were the Tories chiefly composed? How were they treated? How numerous were they? How many entered the British service against the Americans? In what military operations did they figure? Was anything done toward restoring their property to them?

Write on two questions in this group of three :

1. Why is the election of Jefferson, in 1800, supposed to mark a political revolution? From what parts of the country did Jefferson get his votes? Show the differences between the political theories of Jefferson and those of the leading Federalists.

2. Describe Jefferson with reference to his public services before 1800, his intellectual interests, his other contributions to the success of the United States.

3. Compare the first and second administrations of Jefferson. What reasons can you give for the opinion that the second was much less successful than the first? What were the principal problems and achievements of each?

Write on one question in this group of three :

1. Describe the building of the National Road. When was it authorized? Through what places did it pass? What were the political and economic reasons for building it?

2. Describe the Chesapeake and Ohio canal. What river systems was it designed to connect? What proved to be the terminal points? Discuss its economic significance.

3. What was the first railway designed to connect the eastern seaboard with the interior? When was it begun? What was the effect of railway building upon the building of canals?

Write on one question in this group of two :

1. Indicate the points of similarity and the differences between the principles of the Whig party and those of the

Republican party of 1856, or 1860. What new and advanced principles did the Republicans advocate in those years?

2. What position did Lincoln take regarding slavery in the States? Contrast his attitude toward slavery with the attitude of Garrison. What do you understand was accomplished by Garrison in the direction of extinguishing slavery in this country?

Write on three questions in this group of five :

1. Describe the organization of a national convention, Republican, Democratic, or Progressive: How is it called into existence, what does it do, what has it to do with the Constitution or laws of the United States? What other ways might be employed to determine the choice of the people for President?

2. Under what constitutional authority was the Inter-State Commerce Commission created? What powers has it come to possess? Over what corporations does it have authority? What can you say about the recent hearing before it regarding an increase in freight rates?

3. To what extent are inheritance taxes employed in this country? What state derives the largest revenue from them and why? Upon what grounds would you justify them? Is there a Federal inheritance tax?

4. Why was there opposition abroad to exempting our coast-wise shipping from (Panama) canal tolls? Was it a violation of a treaty obligation? Give a general account of the controversy.

5. What can you say for the commission form of government for cities? Where has it been tried? What success?



## ENGLISH HISTORY

For credit of one unit answer the required number of questions in each group. For credit of one-half unit answer the required number of questions in each of the first three groups, or in each of the last three groups.

## GROUP I

(Answer one question.)

1. Tell what you can about the Anglo-Saxon conquest of Britain and its results. How did it differ from the Roman conquest?
2. Trace the introduction and spread of Christianity in Anglo-Saxon Britain.

## GROUP II

(Answer two questions.)

1. Describe the feudal system. How was it established in England?
2. Give an account of the social and religious movements which took place in England during the fourteenth century.
3. Explain the significance of the following men and events in the development of parliament :
  - a. Model parliament
  - b. Simon de Montfort
  - c. Henry IV
  - d. Confirmation of the charters.

## GROUP III

(Answer one question.)

1. Indicate on the map the approximate boundaries of the kingdoms constituting the Anglo-Saxon heptarchy. Show the boundary of the Danelaw. Locate Hastings, Stamford Bridge, Runnymede, Lewes.
2. Indicate on the map the approximate boundaries of ten English counties. Locate three battle fields or strongholds that were important during the Civil War of the seventeenth century and three of the principal towns which had their populations rapidly increased as a result of the industrial revolution.

## GROUP IV

(Answer two questions.)

1. What were the religious and political results of the restoration, or of the revolution of 1688?

2. Explain the colonial policy of Great Britain between the close of the Seven Years' War and the outbreak of the American Revolution in 1776. Indicate the views of some of the prominent English statesmen of the period on the subject.

3. Mention one event of importance in the public careers of each of the following, and give a full account of the life of one of them :

- a. Sir Thomas More
- b. Sir Walter Raleigh
- c. Mary, Queen of Scots
- d. Sir William Cecil (Lord Burleigh.)

## GROUP V

(Answer one question.)

1. Give an account of the social, economic, and political reforms which took place in England between 1820 and 1850.

2. Give an account of the policies pursued by the cabinets of Gladstone and Disraeli between 1868 and 1885.

## ELEMENTARY ALGEBRA

1. Perform the following division

$$\frac{a^3 - b^3 + c^3 + 3abc}{a^2 + b^2 + c^2 + ab + bc - ca}.$$

2. If  $Ax + By + Cz$  has the value  $-2$  when  $x = 1, y = 1, z = -1$ ; the value  $8$  when  $x = 2, y = -1, z = 1$ ; and the value  $6$  when  $x = -1, y = -2, z = 2$ ; what are the values of  $A, B$  and  $C$ ?

3. Find and simplify the fifteenth term in the expansion of

(43)

$$\left( \frac{x}{\sqrt{2}} - \frac{1}{\sqrt{x}} \right)^{81}$$

(Do not perform the *numerical* multiplication and division).

4. The sum of the digits of a two digit number is 12. If the digits are interchanged, the new number is 12 less than twice the original number. What is the original number?

5. Solve the simultaneous equations

$$x + 2y - 3 = 0, \quad 2x^2 + 3xy + y = 0.$$

6. Find the real factors of

$$(a) \quad a^2x + abx + ac + b^2y + aby + bc,$$

$$(b) \quad 1 + 4x^4,$$

$$(c) \quad x^4 - 3x^2y^2 - 4y^4.$$

7. Find the value of  $\frac{37}{3 + \sqrt{46}}$  correct to two places of decimals.

### INTERMEDIATE ALGEBRA

1. Simplify

$$(a) \quad (2^x + 3 \cdot 2^{-x})(2^x - 2^{-x}) - 2,$$

(b)

$$\sqrt[1]{1 - \left( \sqrt{\frac{x^2 - 2}{x^2 + 2}} \right)^2} \cdot \left[ \frac{x^2 - 2}{x^2 + 2} \right]^{-\frac{1}{2}} \cdot \frac{(x^2 + 2)2x - (x^2 - 2)2x}{(x^2 + 2)^2}.$$

2. Find all the solutions of

$$\frac{2x^2}{x^2 - 1} + \frac{x}{x - 1} = \frac{x}{x + 1} + 3.$$

3. For what value of  $y$  will the fraction

$$\frac{(y - 1)(y + 2)}{y}$$

be negative.



4. The distance from Ithaca to New York City is 240 miles by a certain railroad. If the speed of a certain train were increased 4 miles per hour, the time for the trip would be 40 minutes less than it now is. What is the present time required to make the trip?

5. Determine  $k$  so that the equations

$$x^2 + 2xy - 2x + 5 = 0, \quad 2x - y + k = 0$$

shall have only one pair of simultaneous solutions. What are these solutions?

6. Find the real factors of

(a)  $a^2x + abx + ac + b^2y + aby + bc,$

(b)  $1 + 4x^4$

(c)  $x^4 - 3x^2y^2 - 4y^4.$

7. The distance through which a body falls from rest varies as the square of the time. If a body falls 300 feet in the first 3 seconds, how far will it fall in the first 5 seconds? *During* the fifth second?

## ADVANCED ALGEBRA

1. Solve the quadratic equation

$$x^2 - ax = \frac{(3a + 2x)b}{2} + \frac{3(a^2 + b^2)}{4}.$$

2. Each stroke of an air pump removes one eighth of the air then in the receiver. What part of the air originally in the receiver is removed in the first 6 strokes? How much is removed in the sixth stroke?

3. Find and locate graphically all the sixth roots of 1.

4. Find, to two places of decimals, an irrational root of the equation

$$2x^3 - 5x^2 + x + 17 = 0.$$

5. The number of combinations of  $2n$  different objects, taken  $n - 1$  at a time, is to the number of combinations of  $2(n - 1)$  different objects, taken  $n$  at a time, as 132 is to

35. Find  $n$ .

6. Find all the rational roots of the equation

$$6x^3 + 11x^2 - 3x - 2 = 0.$$

7. Solve the equations

$$2x + 2y - 5z = 3,$$

$$x - 2y + z = 0,$$

$$3x + y + 3z = 7$$

for  $x$ ,  $y$  and  $z$  by determinants.

8. Define logarithm. Find  $x$  from the equation

$$(0.9)^{\frac{1}{x^2}} = (4.7)^{-\frac{1}{x}}$$

9. Show that the series

$$1 + \frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \dots$$

is divergent.

## PLANE GEOMETRY

1. If in a given circle two equal chords intersect, the segments of one chord are equal respectively to the segments of the other.

2. Construct an equilateral triangle of given altitude and prove the construction correct.

3. What is the locus of the centers of circles of radius  $R$  which are tangent externally to a circle of radius  $r$ ? Prove the correctness of the result.

4. The perpendicular, drawn from the intersection of the medians of a triangle to a line which does not intersect the sides of the triangle, is equal in length to one third the sum of the lengths of the perpendiculars from the three vertices to the same line.

5. Two triangles are similar if the three sides of one are proportional respectively to the three sides of the other.

6. The areas of similar triangles are to each other as the squares of homologous sides.

7. The length of the line joining the middle points of the non-parallel sides of a trapezoid which is circumscribed about a circle is equal to one fourth the perimeter of the trapezoid.

## SOLID GEOMETRY

1. If two trihedral angles have the face angles of one equal respectively to the three face angles of the other, the dihedral angles opposite the equal face angles are equal.

2. The diagonal of a cube is 10 ft. Find the radius of the sphere whose surface is equal to the surface of the cube.

3. Prove that the volume of a wedge (right triangular prism) is equal to the area of a lateral face multiplied by half the length of the perpendicular on this face from a point of its opposite edge.

4. The angles of a spherical triangle are  $60^\circ$ ,  $70^\circ$  and  $80^\circ$ . The area of the triangle is 10 square feet. What is the radius of the sphere upon which this triangle is situated?

5. The lateral area of a frustum of a right circular cone is equal to one half the sum of the circumferences of the bases multiplied by the slant height of the frustum.

6. A piece of lead is in the form of a right circular cylinder surmounted by a right circular cone whose base coincides with the top of the cylinder. The altitudes of the cone and the cylinder are each equal to the diameter of their common base. This lead solid is melted up and recast into a sphere whose radius is one foot. Find the dimensions of the original solid.

7. Two planes perpendicular to the same straight line are parallel to each other.

## PLANE TRIGONOMETRY

1. If  $\cos A = -\frac{3}{4}$  and the angle  $A$  is in the third quadrant, find  $\sin A$  and  $\tan A$ .

2. (a) Prove

$$-\frac{\sec(45^\circ + x)}{\sec(45^\circ - x)} = \frac{\tan x + 1}{\tan x - 1}.$$

(b) Prove

$$\cos(2 \sin^{-1} x) = 1 - 2x^2.$$



3. (a) If  $A$ ,  $B$  and  $A + B$  is each a positive acute angle, prove  $\sin (A + B) = \sin A \cos B + \cos A \sin B$ .

(b) Prove

$$\sin \alpha + \sin \beta = 2 \sin \frac{\alpha + \beta}{2} \cos \frac{\alpha - \beta}{2}.$$

4. Given  $a = 26$ ,  $c = 142$ ,  $B = 70^\circ 35'$ , find  $b$ .

5. (a) Derive the formula for  $\tan \frac{A}{2}$  in terms of the sides  $a$ ,  $b$  and  $c$ .

(b) Given  $a$ ,  $c$  and  $A$ , construct figures showing the possibility of no solution, one solution or two solutions for the remaining parts of the triangle.

6. Find the positive values of  $x$  less than  $360^\circ$  which satisfy the equation

$$\tan (x + 30^\circ) = 3 \tan x.$$

7. Two points  $A$  and  $B$  in a level line with the foot of a tower are 200 feet apart. The angle of elevation of the top of the tower as seen from  $A$  is  $20^\circ$  and as seen from  $B$  is  $42^\circ 15'$ . How high is the tower?

## PLANE AND SPHERICAL TRIGONOMETRY.

1. If  $\cos A = -\frac{3}{4}$  and the angle  $A$  is in the third quadrant, find  $\sin A$  and  $\tan A$ .

2. (a) Prove

$$-\frac{\sec (45^\circ + x)}{\sec (45^\circ - x)} = \frac{\tan x + 1}{\tan x - 1}.$$

(b) Prove

$$\cos (2 \sin^{-1} x) = 1 - 2x^2.$$

3. Given  $a = 26$ ,  $c = 142$ ,  $B = 70^\circ 35'$ , find  $b$ .

4. Find the positive values of  $x$  less than  $360^\circ$  which satisfy the equation

$$\tan (x + 30^\circ) = 3 \tan x.$$

5. Two points  $A$  and  $B$  in a level line with the foot of a tower are 200 feet apart. The angle of elevation of the top

of the tower as seen from  $A$  is  $20^\circ$  and as seen from  $B$  is  $42^\circ 15'$ . How high is the tower?

6. In a right spherical triangle if  $a = b$ , prove that

$$\cos a = \cot A = \sqrt{\cos c}.$$

7. In a spherical triangle find  $A$  when

$$a = 115^\circ 30' 40'', b = 65^\circ 15' 10'', c = 103^\circ 11' 20''.$$

## PHYSICS

Answer six questions.

1. What is the meaning of the term friction? Give an example of work in overcoming friction.

2. A man rows across a stream at the rate of 4 miles per hour, the current moves him at the rate of 6 miles per hour. How fast is he moving and in what direction?

3. Describe fully some experiment you have performed for the measurement of either specific heat, heat of fusion or heat of vaporization. Show just how your data gives the result sought.

4. What do you mean by fluid pressure? The barometric pressure changes from 27.6 to 29.3 inches of mercury. How much would this change the pressure on a roof  $20 \times 30$  feet?

5. About how fast does sound move at ordinary temperatures? How does the phonograph reproduce sound?

6. Show by diagram how a simple magnifier forms an image. Why do we misjudge the depth of an object below the surface of water?

7. Describe fully one experiment you have performed in electricity, naming and describing each piece of apparatus used.

8. Two hundred, 40 watt lamps are operated for 60 hours, what would the cost be at 8 cents per kilowatt hour?

## CHEMISTRY

(Entrance credit in chemistry does not carry with it University credit in any course in chemistry in Cornell University. Applicants for University credit in Introductory Inorganic Chemistry, Course I, who have received permission from Mr. Hoy, should take the examination for University credit also being held in this room.)

Answer eight questions only.

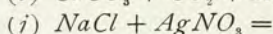
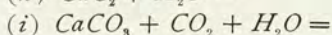
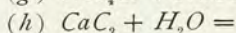
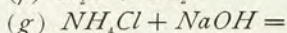
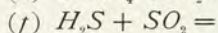
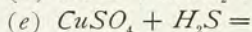
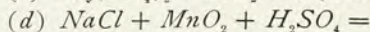
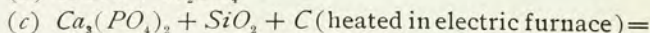
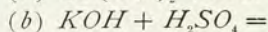
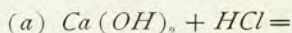
(Atomic Weights :  $H=1$ ,  $C=12$ ,  $O=16$ ,  $Ca=40$ .)

1. Define (*a*) acid, (*b*) base, (*c*) oxidation, (*d*) compound, (*e*) polymer, (*f*) electrolytic dissociation, (*g*) catalytic agent, (*h*) solute, (*i*) supersaturated solution, (*j*) fractional distillation.

3. Describe a laboratory method for the preparation of hydrogen gas. Draw a sketch of the apparatus employed, and explain its manipulation. Give the precautions necessary in order to prevent explosion during this experiment. Write the equation expressing the chemical reaction involved. What are the properties of hydrogen?

3. Name four constituents of atmospheric air. What function (if any) is performed by each of these substances in the preservation of animal or vegetable life? What would be the effect upon life of the complete removal of each of these constituents in turn from the atmosphere?

4. Complete and balance each of the equations indicated below :





5. What volume of carbon dioxide measured under standard conditions would be liberated by heating one kilogram of calcium carbonate,  $\text{CaCO}_3$ ? What volume would this same quantity of gas occupy at  $21^\circ\text{C}$ . and 750 mm. pressure?

6. How may ozone be prepared in the laboratory? What are its properties? How is this substance formed in nature? What volume of ozone could be obtained from ten liters of oxygen gas? To what uses is ozone put in commerce?

7. State Avogadro's hypothesis. By means of this hypothesis calculate the volume of air that would be required for the complete combustion of (a) ten liters of carbon monoxide, (b) 100 cubic feet of acetylene, (c) six cubic inches of methane, (d) 25 cc. of hydrogen, (e) five cubic meters of ethane,  $\text{C}_2\text{H}_6$ .

8. State the Periodic Law, and mention the important gradations in the properties of the elements that become apparent when they are arranged in the so-called Periodic Table.

Name the halogens. How may each of these elements be prepared in the free state? Give equations.

9. Describe very briefly a commercial method for the manufacture of (a) pig iron, (b) steel, (c) coal gas, (d) sulphuric acid.

10. How may nitric acid be prepared in the laboratory? Give equation. What are the properties of nitric acid? How may ammonia be prepared? What are its properties? Describe an experiment by which the great solubility of ammonia in water may be demonstrated.

## BOTANY

Answer any nine questions. No extra credit will be given for more than nine questions.

1. Give an account of the life-history of some flowering plant.

2. Describe and compare the features of the seeds of the common bean or a kindred plant, and of Indian corn or a kindred plant. Illustrate by sketches, and name all parts.

3. Give the general characters of the groups: thallophytes, bryophytes, pteridophytes, and spermatophytes, giving an example of each.

4. Compare a leaf and a root as to (a) structure; (b) their function in connection with the nutrition of plants.

5. Select five flowering plants representing different families. Arrange them in a series according to the complexity of their flowers.

6. Discuss in detail some important physiological process in a plant and describe an experiment to demonstrate the working of the process.

7. Describe briefly the following ecological groups: xerophytes, mesophytes, hydrophytes, and halophytes; give examples of each.

8. Describe the form and parts of some pteridophyte. Illustrate by diagram, and name all parts.

9. Describe a representative alga and a representative fungus.

10. Describe three special adaptations in flowers for cross-pollination.

11. Give the life-history of a moss. Draw a diagram and name parts shown.

12. Discuss trees and shrubs with particular reference to their relation to the seasons.

## ZOOLOGY

1. Describe the activities of an Ameba as illustrating the properties of living protoplasm. Make a diagram to show the various parts of the cell.

2. What is meant by respiration and why is it necessary to the living body? Compare the mode of respiration in ameba, crayfish, perch, frog, and dog.

3. Mention the different modes of locomotion found among mammals and give an example of each.

4. Outline the life history of the mosquito. Describe the habits of the adults. In what way is the mosquito related to disease in man? Mention a method of mosquito extermination.

5. Make a diagram of a Hydra and name its parts. Compare its habits and activities with those of Ameba or any other protozoan with which you are familiar. What is the difference between the two as regards structure of body? Explain in connection with the various animal functions.

6. Describe the life history of the frog. Compare with the mosquito or any other insect. Illustrate with diagrams.

7. Explain the use of the following terms in zoology: transformation, larva, metamorphosis, cell division, fertilization, nucleus.

## BIOLOGY

State briefly what biological subjects you have studied, with what proportion of recitation and laboratory work and for what periods. Any laboratory books or other work done in such courses may be submitted as supplemental to the answers to be written to the following questions.

Answer any ten questions.

1. Diagram a typical flower, naming the parts. Give three examples of specialization which prevent self fertilization.

2. Name three orders of insects having biting mouth parts. Name three orders having sucking mouth parts. In what manner do the mouth parts differ in the last three?

3. Diagram the structure of the kidneys showing how wastes are eliminated from the blood.

4. Illustrate by diagram a cell of Spirogyra, naming the parts. Describe manner of reproduction.



5. Diagram some protozoa which you have studied, naming the parts. How does it reproduce?

6. What are bacteria? Discuss their relations with plants and animals.

7. Describe the life history and habits of some land animal with which you are familiar.

8. Explain how grape sugar, taken as food, reaches the tissues of the body.

9. Give an account of the life history of a moss or a liverwort.

10. Compare the gametophyte stages of liverworts, ferns, and mosses.

11. Make a diagram which will show the course of the blood in the human body, including connections with alimentary canal, kidney, liver, lungs, etc.

12. Compare the respiration of a fish with that of a frog.

13. Name a monocotyledonous plant and describe the parts of its seed. Where is the food stored? What becomes of the stored food? Illustrate by diagram.

14. What is meant by symbiosis, commensalism, and parasitism. Give example of each.

15. Describe the process of respiration stating what changes take place in the blood, etc.

## PHYSICAL GEOGRAPHY

1. Explain the probable origin of a very irregular, ocean coast line with many deep, tidal inlets; long narrow peninsulas and offlying rock islands. Cite an example of such a coast. Give reasons why such a coast is favorable or unfavorable to modern commerce. How will such a coast line change under the action of processes of ocean erosion, transportation and deposition.

2. Why have the Hawaiian volcanoes, cones with very gentle slopes but great elevation? Distinguish between a crater and a caldera. Give the accepted explanation of

the origin of Crater Lake, Oregon, and some description of its most striking features.

3. How much (give southern boundary) of the U. S. was covered by the Continental Glaciers of the Glacial Period? Where do glaciers of continental size exist now? Why are ice bergs encountered so far south as New Found-land?

4. Why has England a comparatively warm, equable climate? How does the word *equable* differ from *equitable*? Why has the part of Washington State west of the mountains a very heavy rainfall while the country immediately east of the mountains is almost a desert? What crops are grown in this eastern arid section and by what method?

5. Explain why mountain peaks, the highest points on the land surface, are probably being worn down more rapidly than any other land form. How does a dissected, high plateau of stratified rock differ in form and underlying rock structure from a typical mountain range such as those in the Rocky Mt. System? Distinguish between a mountain range and a mountain ridge as to origin,

6. What is meant by *river piracy*? Explain the formation of *natural levees*. Cite actual places where natural levees occur. Account for the presence of Niagara Falls, *i.e.* explain their origin and the present conditions.

7. Give an account of some field trip you made while studying Physical Geography, citing several specific physiographic phenomena you observed and the evidence of the origin that you noted. How many field trips did you make? Give name and location of your preparatory school.

8. What are isotherms, isobars, a cyclonic storm in the Prevailing Westerlies? Draw a sketch, outline map of the U. S. and put in isotherms and isobars for a typical February day. Explain what is meant by a contour map. How would a cone shaped mountain peak with a deep valley on one side appear on a contour map? What text and what laboratory manual did you use?



## AGRICULTURE

For one half unit credit answer the first five questions.  
For one unit credit answer each of the ten questions.

1. *a* (1) Give a balanced ration for (1) horse, (2) dairy cows, and (3) laying hens.

*b* What general principle applies to all the rations? State what constituents are secured from each ingredient in one of the above balanced rations.

2. Explain what is meant by each of the following terms: (1) Successful farming; (2) experimental farming; (3) truck farming; (4) grazing; (5) forage crops; (6) soiling; (7) green manure crops; (8) cover crops.

3. Give the average rate and time of seeding and briefly the cultural methods for four of the following crops; (1) Corn, (2) wheat, (3) oats, (4) alfalfa, (5) clover and timothy, (6) potatoes.

4. *a* Distinguish between heredity and environment and give examples of each.

*b* Distinguish between natural and artificial selection and give examples of each.

5. Give three commercial sources of nitrogen, three of phosphoric acid, and three of potash, and indicate the relative availability of each element in the several materials in which it is contained.

6. Name and explain briefly five means of conserving soil moisture.

7. Name the elements necessary for plant growth and state where and in what way the plant obtains each.

8. *a* Name three serious insect pests and three fungous diseases that are common in your locality.

*b* Explain how to combat each of these.

9. Classify cattle, horses, and sheep each into three general groups and swine into two groups. Briefly characterise each group and name the different breeds that each contains.

10. Name and explain four essentials for the production of good fruit.



## DRAWING

Two examinations are given, one in freehand drawing and one in mechanical drawing. Applicants may take either, or by special arrangement may take both. The examination will be given and judged on the assumption that those taking it have had approximately 150 actual hours of instruction and practice for each  $\frac{1}{2}$  credit point desired. One (1) point is the maximum credit allowed in the subject. Candidates taking the examination must present samples of their work, and a teacher's statement showing time and proficiency.

### FREEHAND DRAWING

For this examination the applicant is required to make a pencil sketch of an object or group of objects. The objects used may be geometrical blocks with straight and curved lines and curved surfaces, simple pieces of pottery, furniture, or models with simple lines and surfaces. The purpose of the examination is to test the ability of the applicant to draw accurately and sympathetically just what he sees. Shading may or may not be required.

### MECHANICAL DRAWING

Questions may call for instrumental drawing of geometric constructions, orthographic and isometric projection, oblique section and intersection of solids, surface developments, etc., and working drawings of machine details, as bolts, nuts, pulleys, gears, various simple castings, etc. Data for the problems in any given examination will be furnished in the form of sketches or photographs with dimensions marked or stated.

### MANUAL TRAINING

Examinations will be offered in woodworking, forging, foundry work, and machine work. To satisfy the entrance requirement the applicant must have performed not less than 300 hours of actual work in the subjects in which the examination is taken. Candidates must present a teacher's statement of the time actually spent in the work and of the proficiency attained therein.

# SCHOLARSHIP EXAMINATION PAPERS.

## ENGLISH

[Answer questions 1, 2, 3, and two others.]

1. Write a composition, four or five pages in length, on one of the following topics: Amateur Acting, My Preparatory Study of Science, My Dog's Fidelity, Gray's Elegy, The Public Life of Burke (or of Milton), Hand-writing.

You may, if you prefer, write an editorial on some topic of present public interest.

2. Name in chronological order twelve poets, British and American; give the title of a representative poem by each.

3. "The Nation *prompted* by ill will and resentment, sometimes impels to war the *Government*, *contrary* to the best calculations of policy. The Government sometimes participates in the national propensity and *adopts* through passion what reason would object."

Give the syntax of the words in italics. Give the subject of every verb in the passage. Rewrite the first sentence in a better form.

4. It has been said that *Comus* is not a good acting drama: Why? Point out some positive merits which counterbalance this defect. What would you say of the lyric quality of *Comus*?

5. Criticise Macaulay's estimate of Boswell, or Carlyle's estimate of Burns.

6. Who was King of England when Burke delivered his Speech on Conciliation? Was the speech given before or after the Stamp Act? Before or after the Declaration of Independence? Who was the English Prime Minister at the time? Did Burke's motions prevail? Name some of Burke's political or literary friends.

7. Discuss the parts played by women in *Macbeth*.

## GREEK

## A

Translate :

[Speech of Cleanor. Perfidy of the Persians.]

Ἐπὶ τούτῳ Κλεάνωρ ὁ Ὀρχομένιος ἀνέστη καὶ ἔλεξεν ὧδε. Ἄλλ' ὁρᾶτε μὲν, ὦ ἄνδρες, τὴν βασιλέως ἐπιορκίαν καὶ ἀσέβειαν, ὁρᾶτε δὲ τὴν Τισσαφέρνους ἀπιστίαν, ὅστις λέγων ὡς γείτων τε εἷη τῆς Ἑλλάδος καὶ περὶ πλείστου ἂν ποιήσαιο σῶσαι ἡμᾶς, καὶ ἐπὶ τούτοις αὐτὸς ὁμόσας ἡμῖν, αὐτὸς δεξιὰς δούς, αὐτὸς ἐξαπατήσας συνέλαβε τοὺς στρατηγούς, καὶ οὐδὲ Δία ξένιον ᾗδέσθη, ἀλλὰ Κλεάρχῳ καὶ ὁμοτράπεζος γενόμενος αὐτοῖς τούτοις ἐξαπατήσας τοὺς ἄνδρας ἀπολώλεκεν. Ἀριαῖος δέ, ὃν ἡμεῖς ᾗθέλομεν βασιλέα καθιστάναι, καὶ ἐδώκαμεν καὶ ἐλάβομεν πιστὰ μὴ προδώσειν ἀλλήλους, καὶ οὗτος οὔτε τοὺς θεοὺς δείσας οὔτε Κῦρον τεθνηκότα αἰδεσθεὶς, τιμώμενος μάλιστα ὑπὸ Κύρου ζῶντος νῦν πρὸς τοὺς ἐκείνου ἐχθίστους ἀποστὰς ἡμᾶς τοὺς Κύρου φίλους κακῶς ποιεῖν πειράται. ἀλλὰ τούτους μὲν οἱ θεοὶ ἀποτίσαιτο· ἡμᾶς δὲ δεῖ ταῦτα ὀρῶντας μήποτε ἐξαπατηθῆναι ἔτι ὑπὸ τούτων, ἀλλὰ μαχομένους ὡς ἂν δυνάμεθα κράτιστα τοῦτο ὃ τι ἂν δοκῇ τοῖς θεοῖς πάσχειν.

## B

1. Give the vocabulary forms of (a) σῶσαι, (b) ὁμόσας, (c) ᾗδέσθη, (d) ἀπολώλεκεν and (e) ἀποστὰς.
2. Locate precisely the forms (a) ἀνέστη, (b) ἐδώκαμεν and (c) ἐξαπατηθῆναι.
3. Explain the syntax of (a) ἂν ποιήσαιο, (b) ἀποτίσαιτο and (c) ὃ τι ἂν δοκῇ.
4. Supply the ellipses of relative phrases dependent upon ἐδώκαμεν and ἐλάβομεν. Explain.
5. Give the principal parts of (a) ὁρᾶτε, (b) συνέλαβε, and (c) πάσχειν.

## C

Translate into Greek :

- \* Since you do not wish to proceed with me, I must either betray you and avail myself of the friendship of Cyrus or



else prove false to him and stay with you. Whether, indeed, I shall be acting justly, I do not know, but I shall choose you, anyhow, and suffer with you whatever I must. And no man will ever say that I led Greeks against the barbarians, betrayed them, and chose the friendship of the barbarians.

## D

Translate :

ἦ τοι ὃ γ' ὥς εἰπὼν κατ' ἄρ' ἔζετο, τοῖσι δ' ἀνέστη  
 Κάλχας Θεστορίδης, οἰωνοπόλων ὄχ' ἄριστος,  
 ὃς ἤδη τά τ' ἐόντα τά τ' ἐσσόμενα πρό τ' ἐόντα,  
 καὶ νήεσσ' ἡγήσατ' Ἀχαιῶν Ἴλιον εἴσω  
 ἦν διὰ μαντοσύνην, τήν οἱ πόρε Φοῖβος Ἀπόλλων·  
 ὃ σφιν ἐν φρονέων ἀγορήσατο καὶ μετέειπεν·  
 “ὦ Ἀχιλεῦ, κέλεαί με, δίφιλε, μυθήσασθαι  
 μῆνιν Ἀπόλλωνος, ἐκατηβέλεταο ἄνακτος·  
 τοιγὰρ ἐγὼν ἐρέω, σὺ δὲ σύνθεο καὶ μοι ὁμοσσον  
 ἦ μὲν μοι πρόφρων ἔπεσιν καὶ χερσὶν ἀρήξιν.  
 ἦ γὰρ δίομαι ἄνδρα χολωσέμεν, ὃς μέγα πάντων  
 Ἀργείων κρατεῖ καὶ οἱ πείθονται Ἀχαιοί.  
 κρείσσω γὰρ βασιλεύς, ὅτε χώσεται ἀνδρὶ χέρην·  
 εἴ περ γάρ τε χόλον γε καὶ αὐτῆμαρ καταπέψῃ,  
 ἀλλὰ τε καὶ μετόπισθεν ἔχει κότον, ὄφρα τελέσῃ,  
 ἐν στήθεσιν ἐοῖσι. σὺ δὲ φράσαι, εἴ με σαώσεις.”

## LATIN

1. Give the genitive and ablative, singular, and the genitive and accusative, plural, of : *genu* ; *cor* ; *iter* ; *se* ; *quisque*.

2. State what case constructions are used after : *ad-moneo* ; *interest* ; *obliviscor* ; *paenitet* ; *potior*.

3. What construction, or constructions, are used in Latin to express (a) purpose ; (b) agency ; (c) price ; (d) extent of space ; (e) proviso ?

4. Give the comparative and superlative degrees of : *idoneus* ; *bene* ; *nequam* ; *audacter* ; *celer*.

5. Give the principal parts of : *aufero* ; *disco* ; *adjuvo* ; *vincio* ; *vinco*.

6. Translate (at sight) :

Cæsar, postquam Pompeium ad Asparagium esse cognovit, eodem cum exercitu profectus expugnato in itinere oppido Parthinorum, in quo Pompeius praesidium habebat, tertio die ad Pompeium pervenit iuxtaque eum castra posuit et postridie eductis omnibus copiis *acie* instructa decernendi potestatem *Pompeio* fecit. Ubi illum suis locis se tenere animadvertit, reducto in castra exercitu aliud *sibi consilium* capiendum existimavit. Itaque postero die omnibus copiis magno *circuitu* difficili angustoque *itinere* Dyrrhachium profectus est, sperans Pompeium aut Dyrrhachium compelli aut ab eo intercludi posse, quod omnem commeatum totiusque belli apparatus eo *cuntulisset*, ut accidit.

Account for the construction of all italicized words in this passage.

7. Translate :

Tempus erat, quo prima quies *mortalibus* aegris incipit et dono divom gratissima serpit.

In somnis ecce ante oculos maestissimus Hector visus adesse mihi largosque effundere fletus, raptatus bigis ut quondam, aterque cruento pulvere perque pedes traiectus *lora* tumentis.

Account for the construction of the italicized words.

8. Translate into Latin :

(a) If I had thought that I could accomplish as much as you can, I should not have asked you to return.

(b) These men ought to be spared by you.

(c) As soon as I reached the place where the battle was going on, I saw that there was nothing to hope for.

(d) O that I were with you now to help you in your time of trouble !

## GERMAN

## I

Translate :

(a). Über die Bedeutung von Symbolen.

Schau dies Banner an. Es ward aus demselben Faden gesponnen, woraus der letzte Reiter, der ihm folgt, seinen Mantel trägt, es wird einst zerfallen und im Winde zerstäuben wie dieser. Aber das deutsche Volk hat in tausend Schlachten unter ihm gesiegt und wird noch in tausend Schlachten unter ihm siegen; darum kann nur ein Bube es zerzupfen wollen, statt sein Blut dafür zu verspritzen und jeden Faden heilig zu halten. So ist's auch mit dem Fürsten, der es trägt. Wir Menschen können keinen Stern vom Himmel herunter reißen, um ihn auf die Standarte zu nageln. Wir haben nichts Himmlisches auf Erden. Wir müssen daher das an sich Wertlose stempeln und ihm einen Wert beilegen; wir müssen den Staub über den Staub, einen sterblichen Menschen über die anderen erhöhen. Erst der Tod macht alle wieder gleich. Dann stehen wir vor dem, der nicht Könige und Bettler, nur Gute und Böse kennt, und der seine Stellvertreter am strengsten zur Rechenschaft zieht. Weh dem, der diese Übereinkunft der Völker nicht versteht. Fluch dem, der sie nicht ehrt.

(b). Brunhild.

Im tiefen Norden, wo die Nacht nicht endet,  
 Und wo das Licht, bei dem man Bernstein (=amber) fischt  
 Und Robben (=seals) schlägt, nicht von der Sonne kommt,  
 —dort wuchs ein Fürstenkind  
 Von wunderbarer Schönheit auf, so einzig,  
 Als hätte die Natur von Anbeginn  
 Haushälterisch auf sie gepart,  
 Um ihr den vollen Zauber zu verleihen.  
 Du weißt von Runen, die geheimnisvoll  
 Bei dunkler Nacht von unbekannten Händen  
 In manche Bäume eingegraben sind;  
 Wer sie erblickt, der kann nicht wieder fort,  
 Er sinnt und sinnt, was sie bedeuten sollen,  
 Und sinnt's nicht aus, das Schwert entgleitet ihm,  
 Sein Haar wird grau, er stirbt und sinnt noch immer:  
 Solch eine Rune steht ihr im Gesicht!

— — — Sie wohnt



In einer Flammenburg, den Weg zu ihr  
 Bewacht das tückische Geschlecht der Zwerge,  
 Die hören auf den wilden Alberich.  
 Und überdies ist sie begabt mit Kräften,  
 Vor denen selbst ein Held zu Schanden wird.  
 Wer um sie wirbt, der wirbt zugleich  
 Um seinen Tod, denn führt er sie nicht heim,  
 So kehrt er gar nicht wieder heim, und ist  
 Es schon so schwer, nur zu ihr zu gelangen,  
 So ist es noch viel schwerer, ihr zu steh'n.

## II

1. Using as your model the scheme : *ich gehe, ich ging, ich bin gegangen, er geht : to go*, give the meaning, the principal parts and the third person singular present of : *aussprechen, benachrichtigen, durchdringen, erfahren, fortfahren, überzeugen, unterbrechen, verarmen, vollenden, wiederholen*.

2. Give the nominative and genitive singular and the nominative plural with the definite article in each case, of : *Hund, Hand, Hirt, Herde, Wirt, Wort, Gebirge, Gefährte, Gabel, Giebel*.

3. Decline throughout the singular and plural the German equivalents for : (a) *my German teacher*, (b) *this beautiful country*.

4. Explain as fully as you can the use of the present and preterit (=imperfect) subjunctives in indirect discourse. Illustrate by at least four complete German sentences.

5. Use the following *temporal* conjunctions in complete German sentences (one for each) illustrating their meaning : *als, wenn, wann, wie, indem, während*. Translate your sentences into English.

## III

Translate into German :

A. Mr. Ranau told me last night that he had just returned from Europe. It occurred to me afterwards that your cousin Ernst had been at a beautiful party at Mr. Ranau's country house about five weeks ago. How is that possible ?

B. Did you ask him how long he had been in Europe?

A. No, I did not. I presumed, of course, that he had spent the whole summer there.

B. Not at all. It was a business trip. Mr. Ranau's firm (= Firma) has important connections in England, France, and Germany, which compel him to go over at least once in two years. Since he had visited those three countries about Christmas-time last year he did not intend to go across again this summer, but he had to change all his plans and depart very suddenly. He left New York on August 15th, arrived in London six days later, spent three days there, five in Paris, as many in Berlin, and was back in New York day before yesterday. Such trips can be made very quickly today.

A. Is it not astonishing? When my grandfather who is eighty-one now came over as a boy sixty-five years ago on a sailing vessel, the trip from Bremen to Baltimore lasted seven weeks. How wonderfully the world has progressed (= fortschreiten) during his long life!

#### IV

Write an essay, in German, of about 150 words on only one of the following two topics: *Ist Amerika ein glücklicheres Land als Europa?* or *Die unglücklichen Folgen eines grossen Krieges.*

### FRENCH

I. Translate:

(a) The scene took place in an omnibus in Paris. Two old ladies were seated side by side. One wanted the window shut, the other wanted it open. They called the conductor to decide the question.

"Sir," said the first, "if the window remains open I am sure to catch a cold which will kill me."

"Sir," said the other, "if it is closed, I am sure to die of a stroke of apoplexy."

The conductor was at a loss what to do, when an old gentleman who, up to that time, had been sitting quietly in a

corner of the conveyance, helped him out of the difficulty, saying: "Just leave that window open, my dear friend, that will kill one, then close it, that will rid us of the other, and we shall have peace."

(b) They were entertaining themselves at the Duchess of Maine's trying to find ingenious differences between one object and another. "What difference," said the Duchess to the Cardinal de Polignac, "is there between me and a watch?"—"Madam," he replied to her, "a watch marks the hours, and near you one forgets them."

II. (a) Give the principal parts of: *croire, acquérir, taire, feindre, envoyer, haïr, vêtir*.

(b) Translate :

1. Thank Heavens, this is nearly over.
2. However wrong you may have been, that would not matter.
3. Do you believe he went away or that he pretended to, in order to prevent people from thinking he was afraid?
4. Tell her to take no notice of it.
5. When you have seen them a second time, you will know better what to think about it.

III. Translate :

a On commence alors à comprendre qu'il y a d'autres devoirs que les devoirs envers l'État, d'autres vertus que les vertus civiques. L'âme s'attache à d'autres objets qu'à la patrie. La cité ancienne avait été si puissante et si tyrannique, que l'homme en avait fait le but de tout son travail et de toutes ses vertus ; Elle avait été la règle du beau et du bien, et il n'y avait eu d'héroïsme que pour elle. Mais voici que Zénon enseigne à l'homme qu'il a une dignité, non de citoyen mais d'homme ; qu'outre ses devoirs envers la loi, il en a envers lui-même, et que le suprême mérite n'est pas de vivre ou de mourir pour l'État, mais d'être vertueux et de plaire à la divinité. Vertus un peu égoïstes et qui laissent tomber l'indépendance nationale et la liberté, mais par lesquelles l'individu grandit. Les vertus publiques allèrent déperissant, mais les vertus personnelles se dégagèrent et



apparurent dans le monde. Elles eurent d'abord à lutter, soit contre la corruption générale soit contre le despotisme. Mais elles s'enracinent peu à peu dans l'humanité ; à la longue elles devinrent une puissance avec laquelle tout gouvernement dut compter, et il fallut bien que les règles de la politique fussent modifiées pour qu'une place libre leur fût faite. (Fustel de Coulanges, *La Cité antique*.)

b Ah ! beau pays de France ! ah ! ciel béni ! culture  
 plantureuse, riante et robuste nature ;  
 Moissons, vignes et prés ; rivières dont les eaux  
 promènent au soleil leurs sinueux réseaux ;  
 Gais villages dressant, le long de nos vallées,  
 Vos petits clochers gris aux flèches effilées ;  
 Routes qui pénètrent jusqu'aux derniers hameaux ;  
 Grands bois qui dans la nue élevez vos rameaux,  
 Et, bravant la cognée et les coupes prochaines,  
 Défendez contre nous la majesté des chênes ;  
 Cimes des monts neigeux, beaux lacs, volcans éteints ;  
 Falaises et rochers dont les phares lointains  
 Parlent à l'Océan la langue de lumière ;  
 Greniers remplis, vergers aimés de la fermière ;  
 Chaumes où l'ouvrier des champs, grave et sans bruit,  
 Fait son labeur sacré, seul, de l'aube à la nuit ;  
 Opulentes cités, des grands fleuves voisines ;  
 Quais et ports ; ateliers où rien ne chôme ; usines  
 Où la matière en feu, hors du moule grossier,  
 Change sa fonte brute en indomptable acier ;  
 Fournaies de l'esprit, où, sans cesse versée,  
 Pour la Science et l'Art s'épure la pensée ;  
 Où, du foyer brûlant, jusqu'aux extrémités,  
 La flamme du travail forge les volontés ;  
 Ah ! terre merveilleuse, ah ! beau pays de France,  
 Dont le nom dit : " Franchise," et l'histoire : " Es-  
 pérance."

(E. Manuel, *Poésies du Foyer et de l'Ecole*.)

IV. Write in French a short account of some French book you have recently read.

## ELEMENTARY MATHEMATICS

1. Simplify (a)  $\frac{\frac{x-1}{x+1} + \frac{x+1}{x-1}}{\left(\frac{x+1}{x-1}\right)(x^2+1)}$ ;

(b)  $\frac{\sqrt{x^2+y^2} + x - y}{x+y - \sqrt{x^2+y^2}}$

by rationalizing the denominator.

2. Factor (a)  $8z^3 + 15t^2p - 20z^2t - 6ptz$ ;

(b)  $m^4 + 6m^2n^2 - 16p^4 - 4mn^3 + n^4 - 4m^3n$ .

3. Two trains start at stations  $A$  and  $B$ , respectively, and travel at constant speed toward each other. The stations are 320 miles apart. It requires 6 hours and 40 minutes from the time the trains meet for the first train to reach  $B$  and 2 hours and 24 minutes for the second train to reach  $A$ . Find the speed at which each train travels.

4. Solve the equations

$$x^2 + y^2 = 25,$$

$$x^2 + y^2 - 10x + 6y + 29 = 0$$

simultaneously and indicate the pairs of roots.

5. The hypotenuse of a right angled triangle is 10 feet long. A piece of string is one fourth as long as one leg of the triangle and lacks its own length increased by two feet of being as long as the other leg. How long is each leg?

6. Construct all the common tangents to two given mutually exclusive circles, and prove the construction correct.

Prove that the medians of a triangle meet in a point.

8. A circle of radius one foot is tangent to each of two perpendicular lines. Find the radius of a circle which is tangent to the given circle and to each of the lines.

## ADVANCED MATHEMATICS

1. Find, and prove correct, the locus of all points in space which are at a given distance from a given line and which are also equidistant from two given points.

2. Find, and prove correct, the locus of all points in space which are equidistant from two given intersecting lines.

3. The angles of a spherical triangle, on a sphere whose radius is 10 feet, are  $135^\circ$ ,  $70^\circ$  and  $100^\circ$  respectively. What is the volume of a sphere which has the same total surface as the above spherical triangle.

4. Give a definition of the logarithm of a number and from this definition prove that

$$\log_{10} 7 \log_7 10 = 1.$$

5. Find all the angles which satisfy

$$\sin 4x + 4 \cos x = 0.$$

6. The number of seconds required for a barrel to roll down a plane, which is  $d$  feet long and inclined at an angle  $A$  to the horizontal; is given by the formula

$$t = \sqrt{\frac{d}{32 \sin A}}$$

Two buildings, which are 25 feet apart, are connected by an inclined plane. How far should one end of the plane be raised above the level of the other end in order that the time required for a barrel to roll from one building to the other should be a minimum?

7. The sum of six numbers in geometrical progression is 189 and the sum of the third and fourth of these numbers is 36. Find the numbers.

8. Verify the following equality

$$\sqrt{50 + 10\sqrt{5}} + 2\sqrt{50 - 10\sqrt{5}} = 5\sqrt{10 + 2\sqrt{5}}$$

all of the square roots being taken with positive sign.





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